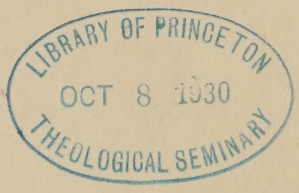

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The Commonwealth Teacher-Training Study

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PREFACE

A radical reorganization of the curricula of teacher-training institutions is demanded by a variety of conditions. Teacher-training curricula, like others, have been developed without clear definition of objectives and with no logical plan of procedure. The custom of writing to discover what other schools are doing, when the revamping of old courses or the installation of new ones is under consideration, bespeaks the powerful influence of common practice and tradition. The preferences and special abilities of faculty members likewise exert stubborn and resourceful pressure. An instructor may request or demand the inclusion of a certain course because he has recently mastered the material in the graduate school or because he wishes to study the subject more elaborately, or because he has just found an interesting text that he wishes to evaluate. Likewise, the preferences common to several individual instructors lead to wide overlapping and duplication among the various departments and courses. Evidence of this tendency has been found by recent studies showing that the same specific topics are given major treatment in several different courses enrolling the same students, and—curious proof of overlapping—that a large percentage of the students passed the final examination of one university course in education on the day they entered it.

Considerations of this sort have prompted the adventure into the teacher-training curriculum to be described in this report. Sponsors of the project have based their support on the hope that a comprehensive description of the duties and traits of teachers might provide the necessary basis for determining systematically what teachers should be taught. It was hoped also that the study might define criteria for teacher-training curricula so as to eliminate much of the present duplication and supply many of the present deficiencies. With this hope the Committee on Administrative Units in 1925 initiated a three-year program of investigation and secured therefor a grant of $42,000.

It was not possible in the three years' duration of the grant to develop the raw materials for the curriculum for teacher-training institutions to the degree of completeness desired. The investigators had to be content with the preparation of a master-list of the activities of teachers in public schools from the primary grades through the senior high school, together with a comparison of the activities performed by different types of teachers and an evaluation of the activities in respect to their importance, their difficulty of learning, and the desirability of teaching them in the training school. Standard lists of traits for teachers in different types of positions have also been prepared. Beyond this point it has been possible merely to outline techniques that may be followed in organizing curricula from the functional point of view. The report contains illustrations of various procedures that have been used in the exploratory studies. The procedures should make clear how institutions may apply the findings of the study to the investigation of their own curricular problems, and how other students of problems common to all institutions may utilize and develop the techniques.

The general organization of the report is suggested by the Table of Contents. Chapter I undertakes to present the entire study in outline. To this end it is organized in the form of various sections, each of which concerns a major step in the procedure and briefly describes both the findings and the techniques by which the findings were reached in that step.

The findings of most use to persons engaged in constructing curricula for particular institutions are of three types: namely, a master-list of traits and illustrative trait actions found to be important for teachers of all types, a master-list of teachers' activities, and the summary tables containing the decile ratings for each type activity of the list as judged by representatives of typical professional groups according to four significant criteria.

Chapters II–V describe in greater detail the projects that are outlined in the first chapter. The contents of chapters II–V are selected from a much larger body of material than our funds permit us to publish. In many cases more time and effort were devoted to the preparation of materials not published than to the materials that are published. As may readily be inferred from the nature of

the investigation, a large amount of exploratory work was necessary before the problem could be defined and organized for systematic attack. Neither the funds available for publication nor the readers' patience would justify publication of all the exploratory studies that gave direction to the various projects described.

We have therefore confined the published account to the procedures finally adopted in meeting the more significant technical problems and to various illustrations which show how the findings may be used. The accounts are brief and the raw data are seldom shown. The raw data, however, have been carefully filed and the methods used in preparing the materials have been written up in detail. This material is typewritten and bound in the "Official Record" of the study, of which three copies are available for examination by other students. The writers of this report have each retained an individual copy, and the other is on file in the Reference Library of the Bureau of Educational Research, Ohio State University, Columbus, Ohio. The text of this report carries footnote references to sections of the "Official Record" (abbreviated to O. R.) which make it entirely simple for those interested to locate the basic data related to each of the points discussed in the report.

W. W. C.
D. W.

Chicago, Illinois
October, 1928

LIST OF CONTRIBUTORS

The number of people who co-operated in the study is unusually large.

The funds that made the study possible were provided by the Commonwealth Fund through its Committee on Administrative Units, which is a subcommittee of its Committee on Educational Research. The Board of Trustees of the University of Chicago housed the study for the three years that it has been under way, and through the University of Chicago Press it has partially underwritten the publication of the study.

Over one hundred administrators assisted in collecting data from several thousand teachers in service attending summer schools, and an equally large number of administrators assisted in collecting data from other groups of people. Among the administrators who gave special help in collecting data we gratefully mention the following persons: W. D. Armentrout, Colorado State Teachers' College, Greeley, Colorado; C. J. Anderson, Assistant Superintendent, State Department of Education, Madison, Wisconsin; Fred C. Ayres, University of Texas, Austin, Texas; R. D. Baldwin, Central State Teachers' College, Stevens Point, Wisconsin; A. S. Barr, University of Wisconsin, Madison, Wisconsin; J. T. Giles, State Department of Public Instruction, Madison, Wisconsin; C. E. Holley, James Milliken University, Decatur, Illinois; C. W. Hunt, Cleveland School of Education, Cleveland, Ohio; L. L. Jackson, Deputy Commissioner of Education, Trenton, New Jersey; A. G. H. Keith, Commissioner of Education, Harrisburg, Pennsylvania; H. C. McKown, University of Pittsburgh, Pittsburgh, Pennsylvania; A. R. Mead, Ohio Wesleyan University, Delaware, Ohio; Q. A. Rohrbach, University of Pittsburgh, Pittsburgh, Pennsylvania; O. W. Snarr, State Teachers' College, Mankato, Minnesota; W. W. D. Sones, University of Pittsburgh, Pittsburgh, Pennsylvania; Morton Snyder, Executive Secretary, Progressive Education Association, Washington, D. C.; J. E. Talbot, St. Cloud Teachers' College, St. Cloud, Minnesota;

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The statistical techniques utilized in the study were developed and supervised by Ralph W. Tyler, University of North Carolina, Chapel Hill, North Carolina.

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INTRODUCTION

Professional education in the United States has passed through four stages. The first was the apprenticeship stage. Under the best conditions there probably has never been a more effective method of educating a professional practitioner. But conditions were generally not of the best. Sometimes they were very bad indeed. Moreover, quantitatively as well as qualitatively, the apprenticeship method of training fell short of the country's demand. One of the striking social phenomena of the last century has been the increase of specialization. More and more the activities of society have come to represent a collection of expert services. Established professions have become more important. New professions have sprung up. Professional practitioners have increased in number both absolutely and relatively. Consequently it has become necessary to conduct professional education on a different scale and by totally different methods than those which prevailed a century or more ago.

The second stage might be characterized as the stage of expansion. The task of professional education was transferred generally to the school, and professional schools multiplied with astonishing rapidity. It might be said that they were improvised all over the country. Often they came into being without adequate provision for equipment and without adequate resources. Most of the earliest professional schools concerned themselves little about educational prerequisites. Almost anyone who applied was accepted. Even in the older professions the body of knowledge, organized so that it could be taught, was exceedingly meager. For the newer professions as they have taken form the amount of material available for professional instruction has been at first likewise insignificant. These crude beginnings of formal professional education are sometimes forgotten—which is the more surprising since they are not so very far in the past.

Within approximately twenty-five years professional education has entered upon another stage, of which we are all acutely conscious. This third stage is the stage of standardization. It is not yet

over. Indeed, it promises to last for some years to come. The chief characteristic of this era of standardization is this: professional and educational organizations, together with state regulating authorities, have exerted irresistible pressures upon all schools concerned with professional education to elevate the standards of education and to enforce general conformity to these standards. The standardizing movement has represented a great reform. As the result of it phenomenal improvement in almost every form of professional education has taken place within the last quarter-century.

Although this third stage of professional education is not yet over, it has inevitably led us into the fourth. Standards cannot be enforced unless they are first defined. Rough and tentative standards can be drawn up with little trouble. If the standards are to be precise, however, if they are to be galvanic rather than repressive, they must be based on renewed and searching study of the educational process they are designed to regulate. This has of late been recognized. And in consequence professional education has entered upon this new stage, the stage of critical analysis. The analytical consideration of professional education received its first impulse from the early notable studies of the Carnegie Foundation for the Advancement of Teaching, the studies of education for medicine, engineering, and law. But within the last few years the critical movement has taken on fresh life and has started in a somewhat different direction. Since 1923 comprehensive studies have been undertaken dealing with the training for the professions of pharmacy, engineering, dentistry, medicine, librarianship, nursing, and teaching. All have been informed by the same point of view. To a greater or less extent the same new and significant techniques have been employed in most of them. Four of these studies have been completed; the rest are in progress.

The credit for launching this new type of inquiry belongs largely to the Commonwealth Fund; and since the Fund has discontinued its sponsorship of educational investigations there may be a certain historical propriety in recording here its notable contribution to this field.

From 1920 to 1927 the Fund made considerable annual grants to support studies of schools and school procedures. The grants were

given on the recommendation of a committee of experts known as the Educational Research Committee. The membership of the committee was as follows: James R. Angell, Yale University; Leonard P. Ayres, Cleveland Trust Company; Samuel P. Capen, University of Buffalo (secretary); Lotus D. Coffman, University of Minnesota; Elwood P. Cubberly, Stanford University; Max Farrand, Yale University (chairman); Charles H. Judd, University of Chicago; Barry C. Smith, general director of the Commonwealth Fund; Edward L. Thorndike, Columbia University. In the second year of its activities the Educational Research Committee became interested in the general question of the revision of school and college curricula with a view to a possible reorganization of the component parts of the American educational system. It decided to recommend the subsidizing of a group of related investigations planned to show whether or not the need for the reorganization of the administrative framework of American education exists, and if so the lines that could be most profitably followed in the process of reorganization. To define and administer this group of investigations the Educational Research Committee appointed another committee. This latter committee was known as the Committee on Administrative Units. It consisted of the following persons: J. C. Brown, Samuel P. Capen, chairman, W. W. Charters, Lotus D. Coffman, J. M. Gwinn, Charles H. Judd, Albert B. Meredith, Henry Suzzallo, George A. Works.

The Committee on Administrative Units carried on its operations for five years. During that time it directed sixteen investigations, but each of these studies was conceived as an integral part of a larger whole. The studies fall into three groups. The first group attempts to create a faithful picture of present-day American education through descriptive investigations of the current organization and practices in the several principal units of the educational system. The second group attempts to answer the question "How can subjects and curricula be reconstructed?" The third group consists of service studies making available for administrators and teachers the results of scientific investigations in various fields.

It is in the second group of studies just referred to that the Commonwealth Fund has been responsible for the new approach to the problems of professional education. The critical inquiries into,

first, the training of pharmacists, and now, the training of teachers, are functional studies. And it is the functional approach to this problem that has been so fruitful and so influential. A functional study tries to determine what the professional practitioner does under modern conditions of practice. From the objective record of what he does it attempts to derive the determination of what he must know and what he must be to perform these duties effectively. The functional study, if complete, should determine the technical knowledge and skill actually used by the practitioner. It should give helpful guidance in the determination of the general non-technical knowledge that the practitioner should possess.

The Commonwealth Teacher Training study represents the most exhaustive application thus far of this new method to one of the more highly developed learned professions. In the opinion of the committee that sponsored it, it is especially timely. Of all the curriculum problems in higher education, that of the schools devoted to the preparation of teachers is perhaps the most vexed. It is hoped that both the new approach of this investigation and the wealth of material that it contains will furnish a more substantial basis than any hitherto available for the solution of the problem.

Samuel P. Capen

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PART I. THE INVESTIGATION

CHAPTER I

A SUMMARY OF THE STUDY

SECTION 1

PROCEDURE

A vast body of fact and opinion is available for the training of teachers. Hundreds of thousands of books and as many unrecorded experiences organized into many different branches of knowledge are potential content for the teacher-training curriculum. From this wide range of scholarship numerous suggestions, leads, and applications have been drawn for the aid of teachers. Psychology, sociology, physiology, philosophy, medicine, and ethics—all have made substantial contributions to educational theory and practice, and this cross-fertilization will continue to grow in extent and value.

There is needed, however, a basis for selection from this unwieldy mass of information, too large for assimilation in a lifetime. The most drastic selection is demanded, and the basis for selection must be some measure of the value of each item. From psychology are selected the facts that are or should be useful in the teaching activities which help children to learn, and these facts become known as educational psychology; from history are selected facts that are incorporated into histories of education, and the same selection is made to form other subjects of the training curriculum.

The selection has hitherto been largely a matter of individual judgment, based on individual opinions regarding the information most useful to teachers. In less common and more recent cases the attempt has been made to increase the accuracy of selection by obtaining more exact knowledge of just what the activities of teachers are. For this purpose analyses of teachers' activities and traits have been utilized.

Whether the curriculum constructor should begin with race experience and eliminate the facts not useful to teachers, or begin with

activities and traits and select the related and useful items of race experience, is a question. Choice between the methods is partly a matter of individual background and temperament, and is partly determined by the scope of the course, the students' maturity, the time available for instruction, and various other obtainable facts. The more conventional method starts with available knowledge and uses the activities as a basis for selection; the alternative method, and we believe the better one, begins with activities and selects useful methods and principles from the accumulation of race experience. Both of the methods, however, are illustrated in this study, and both should be applied whenever conditions permit—one method being used to supplement and check the validity of the other.

1. Adopting the latter method that proceeds from the activities and traits of teachers, we first ascertained the traits that characterize excellent teachers. The procedure is described in Section 7 of this chapter and in greater detail in Chapter II. The list of traits appears on pp. 67 ff.

2. Turning our attention to the teachers' activities, we proceeded to collect the activities performed by teachers in service, all types of public day-school teachers: teachers in high schools, elementary schools, rural schools, and other types. To the activities performed by teachers of typical public schools we took great pains to add those performed by teachers of experimental schools and still other activities which progressive educational thinkers believe *should* be performed. The activities thus obtained constitute a master-list of teachers' activities from the first grade to the twelfth, as shown in complete form on pp. 304 ff.

3. By means of the master-list we have been able to discover what duties are performed by different types of teachers by the simple device of having a representative number of teachers of each type check the list for frequency of performance. The findings cover teachers representing schools of five main types—high school, junior high, intermediate, primary, and rural—with numerous subtypes to represent typical communities, subjects, and other varieties. For these data, see Chapter III, Section 6, and Table A, pp. 493 ff.

4. In addition to the check for frequency we have asked teachers

of each type to pass judgment on the activities according to three other criteria: importance, difficulty of learning, and value of preservice training. For these data see Table A, pp. 493 ff.

5. Recognizing that the judgments of teachers are not sufficiently inclusive, we have secured the judgment of superintendents, principals, professors of education, supervisors, and other experts according to the criteria that each is best qualified to apply. (See Tables B, C, D.)

At this point the task assigned to the directors was completed, but we have considered it necessary to explore and illustrate various ways of putting the materials to practical use.

6. When the activities have been thus evaluated, it becomes necessary to define the teachers' objectives in order to select appropriate methods of performing the activities. One tries to answer the question, "What has the teacher in mind, or what should he have in mind, as his aim in performing the activity?" This can be answered, of course, only in terms of individual judgment or synthetic judgments which are preferably based on an adequate philosophy of education and of life. Objectives are not derived from activities by any scientific process, though in many cases the activities suggest objectives that are present but not otherwise called to mind. Since the objectives are always primary, the methods of performing activities are based upon objectives that lie beyond the activities.

For this reason no attempt has been made to formulate a list of objectives for teacher-training institutions at large. However, certain objectives are assumed wherever they are needed to illustrate procedures involved in constructing a given curriculum or course. Illustrations of such procedures are found in Section 6 of this chapter, and in Chapter V.

7. Knowing the teachers' activities and the objectives, the curriculum constructor is then obliged to explore the problems and difficulties implied in both. Some of the problems lie in the field of special methods, some in general methods, some in the fields of management and extra-curricular activities; but in whatever field they are classified, the problems and difficulties become the focus of instruction.

8. After the difficulties and problems have been determined, the

next step is to select efficient methods for their solution. If the activities are to be carried on and if students must be taught how to perform them, it is the function of the training curriculum to provide this information. Some of the methods can be secured from the literature, but many of them are found in unrecorded form in the classroom. The selection of methods is discussed in Chapter V.

9. For an intelligent grasp of teaching methods, a knowledge of principles is indispensable. Therefore the principles and facts that validate the selected methods must be located and segregated in the underlying and related fields. These become the principles of education, whether classified as such or as educational psychology, philosophy of education, and other so-called fundamental subjects. The location and treatment of principles is discussed in Chapters IV and V.

10. At this point we have accounted for the elements or raw materials from which a curriculum is derived. It still remains to organize the materials into courses of instruction and adapt them to the needs of the students concerned.

The procedures described thus far are based upon the activities of teachers. But courses of instruction may also be derived by proceeding from the alternative point of reference, namely, from the organized experience of the race. We may first ask experts to secure the facts and principles from underlying and related fields that are believed pertinent to the teachers' work. Then one may select the facts and principles for a teacher-training curriculum by checking them against the known and evaluated activities. By this process or otherwise one decides "by inspection" which of the principles and facts may be omitted and which should be emphasized in greater or less degree in courses within the fundamental subjects.

As content for courses in methods of teaching and management, desirable methods of performing the activities may be suggested by applying the principle to the activity—as when the James-Lange theory of emotion, for example, is used to suggest methods of teaching ideals. Thus if one chooses the activities as the point of departure, the procedure is from the activities, through methods of performing them, to principles that validate the methods. If one chooses the whole range of race experience as the point of departure, the

procedure is from the principles, through the evaluated activities, and to the methods of performing the activities.

Either of the procedures just described may impress the reader as being too detailed for use by faculties of teacher-training institutions. The reply is that both methods must be used in combination to develop a teacher-training curriculum that can be regarded as completely adequate. Yet the process is time consuming and demands the combined efforts of the profession. In the meantime it is fortunate that many specific uses can be made of the evaluated activities as they stand, without undertaking to apply each of the steps enumerated. The most direct and simple use consists in checking existing courses. The instructor who has used his best judgment, which in turn is based on wide or narrow experience in the classroom, may thus check the content of his course against the related activities to see whether he has omitted an important one or failed to give sufficient attention to those that are difficult to master. Chapter IV describes the use of the evaluated activities to check existing courses.

The illustration of each process is less extensive than is desirable, but we have carried the sampling of the processes as far as we could within the limits of time and appropriations. In another period of two years devoted to co-operative experiment and conferences among experts we might have organized the content of typical teacher-training courses. The purpose of this report is to supply the basic techniques and data wherewith such courses may be organized by others.

With this orientation in the field to be explored we shall now proceed to describe the essential steps in greater detail.

SECTION 2

PRELIMINARY CONSIDERATIONS

The duties and responsibilities of teachers in the rural schools, primary grades, intermediate grades, junior high schools, and senior high schools are found to differ markedly in respect to such criteria as frequency, difficulty, and importance. Hence in constructing a curriculum for a given teacher-training institution the logical first step is to designate the type or types of teachers to be trained.

Any systematic selection of the types of teachers to be trained must be determined by the relationship between the demand and the supply within the state unit. This relationship is determined by the processes known as "market" analysis[1] and "plant" analysis.[2] Through market analysis the numbers of each type of teacher needed each year to meet replacements and deficiencies are determined by well-known techniques. The trend of the demand over preceding years can be determined to forecast the needs for succeeding years. The present supply of teachers is secured by an analysis of the qualifications of the graduates of the teacher-training institutions which supply the state, and the probable trend of the supply in the future can be forecast. When the supply and the demand do not co-ordinate, either through an oversupply of certain types of teachers or through an undersupply of other types of teachers, it becomes the responsibility of the state unit to adjust the discrepancies. This involves the study of the facilities of the teacher-training institutions established to prepare the types of teachers needed, and this in turn may require changes in the types of teachers to be trained in the particular institutions. If the established institutions cannot supply the demand, then it becomes the responsibility of the state legislature to see that additional facilities are provided.

It thus appears that the type of teachers to be trained cannot justly be a matter of institutional preference alone. The needs of the commonwealth and the actual or potential facilities and the environment of the teacher-training institution are the major determining factors. Market and plant analyses of teacher-training institutions are, for these reasons, not merely matters of academic interest. They are as essential to the efficient administration of such schools as they are to the efficient administration of industries, and the responsibilities for carrying them on as a regular annual function of state departments of education can no longer be ignored with safety.

When the type of teacher to be trained in a particular institution has been determined,[3] two preliminary considerations must be

[1] See Official Record, I–1, for technique of market analysis.

[2] See O.R., I–2, for technique of plant analysis.

[3] See O.R., I–3, for the discussion of the effect of the school curriculum on the training curriculum.

weighed before approaching the problem of reorganizing the teacher-training curriculum. In the first place, since the students must be regarded both as teachers and as citizens, the curriculum must contain both professional and extra-professional materials, the latter being commonly referred to as cultural, or academic. The teacher is primarily a social person, and is only secondarily a member of a profession. As a citizen, as a parent, as a member of a group with his own life to live, the teacher is a layman, and as such requires a training that will make him proficient in his extra-professional activities. The contents of academic courses designed for teachers will necessarily include the public school curriculum and such other materials as are needed if the teacher is to meet his extra-professional responsibilities.[1]

Fortunately, however, the extra-professional training is not the responsibility of teacher-training institutions alone. On the contrary, under favorable circumstances, the teacher in training will have received most of the essential extra-professional training during the twelve or fourteen years preceding admission to the training school. Under less favorable conditions, teacher-training institutions will have to supply deficiencies in, and supplement the extra-professional training obtained in, the lower schools.

It follows that one of the primary steps to be taken by builders of professional curricula for a given institution is to decide, quite independently of professional considerations, what academic training the prospective teachers need. At the appropriate time such academic material may then be included in the curriculum designed for teachers of the types to be trained.

A second consideration relates to the dominating influence of the objectives and content of the public school curriculum upon the teacher-training curriculum. Since the teacher's work is determined by the kind of citizen to be trained by the public school, the definition of good citizenship is a factor of primary importance to the teacher-training curriculum. The objectives of public education must be defined. Since teachers must be trained to produce the sort of citizen that the community expects from the schools, the builder of teacher-training curricula must first learn the objectives and con-

[1] See O.R., I–4, for professional and extra-professional curricula.

tent of the existing public school curricula and then construct a curriculum that will train teachers to reach the objective determined. Among such results must be included the ability to teach the public school curriculum as it is and also the ability to improve it wherever conditions permit.

We have taken the position that in whatever critical respects the construction of a teacher-training curriculum is affected by the public school curricula to be taught by the teachers in training, each type of training school must determine its own objectives, and consequently we have not attempted to set up the objectives of public school education. We have instead *assumed* certain objectives when, in making exploratory studies to illustrate techniques, the assumption of such objectives became necessary. To attempt to set up objectives for the public school would be futile, because our formulations, by the nature of the foregoing considerations, could not possess authoritative validity.

To summarize, the first step in constructing curricula for teacher-training institutions is to determine through market and plant analysis the types of teachers to be trained; then, in building curricula for the designated types of teachers, the twofold function of instruction must be recognized to the end that teachers are trained both for professional and for extra-professional responsibilities. In this study we are exclusively concerned with the professional type of training. Finally, when we proceed to consider the professional curriculum through which teachers are trained, it is necessary to assume the objectives and content of the public school curriculum which the prospective teacher will use after graduation. With these preliminary considerations disposed of, we may proceed to the next step—the determination of the objectives of teachers.

SECTION 3

TEACHERS' OBJECTIVES[1]

The objectives of teacher training have not been defined as such in this report, for reasons already mentioned. We cannot formulate objectives by methods rigorous enough to merit general acceptance by educators. Consequently it has been our practice to assume a few

[1] See O.R., I–5, for techniques of collecting teachers' objectives.

teacher-training objectives whenever they are needed to illustrate the procedure. We have done this because we are chiefly concerned with the technical problems that arise when activity and trait analyses are applied to the refinement and definition of assumed objectives.

In the treatment of teachers' objectives three considerations are highly important. The first consideration is that one should distinguish between three types of teacher objectives: namely, educational, institutional, and personal objectives. Educational objectives dominate the elementary- and high-school curriculum and are expressed in terms of the type of citizen which the public school undertakes to develop. That is to say, one of the teachers' major objectives is to attain the objectives of the program of studies.

Institutional objectives, however, impose certain responsibilities toward the school organization as such. The teacher is a member of the school organization and personnel whose function it is to attain the educational objectives as efficiently as possible. The school may set up efficiency as a major aim, and in connection therewith it is interested in expert methods of teaching, the loyalty of the staff, harmony in personnel, adequate salaries, and other considerations that make for efficiency of instruction. The teacher must pursue these institutional objectives whole-heartedly—provided they are subordinated to proper educational objectives.

Every teacher also moves toward certain personal objectives that are his, not because he is a teacher, but because he is a person who follows teaching as a profession. He desires, for instance, to have friends, to achieve happiness, to provide for his family, and the like. The significant fact brought out by our exploratory studies is that personal objectives, which are ordinarily given scant attention, are most influential in the lives of teachers. Because of this fact any treatment of teachers' objectives which omits personal objectives is incomplete. They give drive and direction to the teacher's whole professional life, and either warp it or make it a thing of beauty and genuine satisfaction.

The second consideration is that in treating teachers' objectives we must proceed from general objectives to specific outcomes for each lesson. For instance, we may formulate the general objective

for a teacher-training institution as the production of an "efficient rural-school teacher." This terse and unanalyzed objective must then be used in selecting the curriculum content which prospective rural-school teachers are to learn. Obviously, however, before we can make this application we must determine what an efficient rural-school teacher is. Between this general statement and the specific units of instruction a wide vacuum may exist. A faculty member of the teacher-training institution may accept this general objective, and at the same time may move as a teacher toward specific lesson objectives that have no apparent relationship to the general objective. Yet another teacher may supply a sequence of progressively definite objectives through which he can trace the connection between general aims and specific outcomes.

In tracing this connection, activity and trait analysis enters as a valuable technique. By it we can discover just what traits and ideals an efficient rural-school teacher should possess, as well as what activities he should carry on. We can, for instance, use the evaluations found in Tables I and A to such good purpose as to know in great detail just what the phrase "efficient rural-school teacher" means. In the process of deciding upon what disposition to make of a specified unit of a proposed course we can, after these analyses have been made, proceed to check the unit against scores of specified evaluated activities and traits to see the extent to which each activity or trait is developed by the unit. By this procedure one may define specific outcomes with greatly increased certitude of judgment. The alternative is to make snap judgments regarding values of the proposed unit.

In brief, if in constructing a curriculum one begins by stating teachers' objectives in very general terms, it becomes necessary for him patiently to analyze the objectives to the point where they become specific outcomes for individual units of organized courses, and the specific outcomes are conveniently stated in terms of traits and activities that are known to be important for the teachers concerned.

The third consideration is that one may proceed from specific objectives to general objectives. For instance, we may consider such an activity as "winning the respect and confidence of pupils," and inquire of competent teachers their reasons for carrying on this activity. We may, for instance, find that a teacher does this in order

to induce an attitude favorable to more effective learning, to minimize the problem of discipline, to secure pupils' confidence regarding their vital problems, to establish friendships, or to secure professional prestige. These are the working objectives of teachers in service. They are intelligible and discrete. Yet it is possible by collecting such outcomes, by classifying them, and by relating them to more remote objectives finally to arrive at general aims that actually influence the teacher's activities.

It is thus evident that one may begin with general objectives and derive specific outcomes by analyzing them to lowest terms, or begin with specific outcomes and arrive at general objectives synthetically by classification. Both procedures are desirable in formulating a graduated series of objectives. Both procedures are also highly useful when applied as a check, one against the other.

When general aims have been formulated by the faculty as a whole or by individual instructors of the training school, they should be analyzed with reference to the specific activities of the classroom. Conversely, the teacher's specific activities should be evaluated; they should be related to the immediate objectives most appropriate to each; and the objectives thus identified may then be classified in terms of increasingly general objectives. Thus, through a comparison of both ends of the process the unified statement becomes more useful and more nearly valid.

There remains to be indicated a somewhat obvious procedure by which the faculty may utilize teacher objectives in planning the training program. Since objectives cannot be scientifically evaluated, and since some kind of teacher must be trained, the faculty is compelled to decide upon the educational objectives that shall dominate the teachers' activities in the public school, classroom, and elsewhere. Such objectives may be accepted as formulated by some one authority or group of authorities, or they may be determined by faculty conference.

The institutional objectives should be similarly agreed upon for presentation to teachers in training. Such objectives should be stated in the form of institutional ideals and of contributory activities which teachers should cultivate and perform for the good of the school organization.

The teacher's personal objectives should then be examined and evaluated to show the proper balance between such motives as ambition, the desire to serve, the accumulation of property, and the making of friends. This evaluation may be undertaken by obtaining from competent teachers in service their honest reasons for performing a representative list of duties.[1]

When teachers' objectives have thus been defined and compiled, the task remains for each instructor of a teacher-training institution to apply them to the units of each course with the hope that the material may be so selected and taught as to realize objectives of all three types. In courses of largely theoretical content, such as educational sociology, the items included therein will be such as to throw the light of intelligence upon educational objectives. In courses devoted to teaching and management, the teaching methods to be taught will be selected largely with institutional objectives in mind. In other courses designed to serve a guidance function the personal objectives should be presented with a full opportunity for their independent evaluation by each student on the basis of his individual tendencies. When the appropriate objectives are conscientiously applied to the details of each course that is required by the professional needs of teachers in training, a body of functional teaching material is within reach.

SECTION 4

A MASTER-LIST OF TEACHERS' TRAITS

When objectives have been defined, the procedure in selecting from available knowledge what is most pertinent to the teachers' professional duties involves an analysis of traits and activities.

This section is concerned with teacher traits. It contains a list of twenty-five traits judged by competent critics of teachers to be most important. The traits, furthermore, are ranked with reference to teachers of five types: senior high school, junior high school, intermediate grades, kindergarten-primary grades, and rural schools. For the most part, however, the section is concerned with a description of the techniques employed, in order that they may be utilized and improved upon by others who have occasion either to prepare a list of traits for teachers of types not herein provided for or who may

[1] See O.R., I–6, for sample list of teachers' objectives.

have occasion to adapt the traits here shown to the needs of students in a given training school or to the needs of teachers in a particular school system.

Personal traits must be systematically provided for in building any professional curriculum. Every teacher is expected, for instance, to learn the names of his pupils, but the learning will differ according to the traits possessed by the teacher. If one of his qualities is accuracy, he will learn the names so that he can pronounce them without error. But if he does not possess this trait, he will only half-learn them. The instructor performing the activity "evaluating pupils' work" will modify to a marked degree his methods of evaluation according to the qualities which he possesses. With a given task before him he will think and act in certain ways if he is disposed to be highly critical; he will perform the task somewhat differently if he is highly enthusiastic, and still somewhat differently if he is decisive. The performance will be affected by his good judgment, and an open-minded person will perform the task differently from one who is prejudiced. If he is prompt, the process will be carried on at a different time and in a different way from that of the dilatory teacher. In a very pronounced and essential degree the qualities possessed by a teacher influence the performance of his instructional activities. To control such performances by giving direct attention to the traits involved, one must either select teachers who possess the desired traits to begin with or develop the traits in the training school and during the first few years of service.

During the course of the investigation four sets of traits were produced by independent studies for teachers in senior high schools, junior high schools, intermediate grades, and primary-kindergarten grades. The resulting lists agreed so closely that it was decided to combine all the traits and trait actions from the four studies into a master-list in which differentiation could be made as to the relative importance of the traits for positions of different types.

The methods employed are described more fully in Chapter II. In brief, it may be said that 41 administrators, 27 teachers, 14 parents, 10 pupils, 3 representatives of teachers' agencies, and 2 professors of education were interviewed to discover what they believed to be the traits most essential for success in teaching the

various grade levels in different types of community. They explained the meaning of each trait by giving examples of activities whereby the trait was expressed. In this way were secured approximately 2,800 actions indicating the possession of traits. This number was found to be very much larger than necessary.

These actions were then "translated" individually by twenty-one judges, who stated what traits were considered to be exemplified by each action. By a statistical treatment it was discovered that the range of coefficients of correlation between the judgments of any two translators extends from .423 to .822, with a mean of .734±.015. Using these values in the Spearman prophecy formula, the predicted coefficient between the combined judgments of five translators and the judgments of an infinite number is .966±.003. This would indicate that for this material five translators are sufficient to secure a very high degree of reliability. Had this been known at the beginning, much time would have been saved.

The next step consisted in defining the meanings of the traits. The meanings of the traits had already been standardized by consulting four dictionaries and deciding that the definitions found in at least three of the four would be accepted. When the translation was completed, 83 traits were defined. When this stage had been reached, the trait actions for each trait were assembled as in the following list for the trait "adaptability."

Adaptability

1. Shows willingness to put up with a poor school system, and unfriendly community
2. Knows how to meet people
3. Likes to be wherever he is
4. Fits himself into the system
5. Mingles with one class as well as with another
6. Shows willingness to change method when he finds that the children are not being reached
7. Becomes a part of the community in which he is teaching
8. Shows the desire to adjust himself to new situations
9. Does not make a fuss over irregularities of classroom procedure, when the room is cold, for example
10. Meets the people of the community on their own level
11. Does not dance or play cards if the community objects

12. Shows willingness to readjust his theories and practices to existing needs and conditions
13. Does not insist on having his class scheduled at a particular hour
14. Moves about the place as if he belonged there
15. Makes the best of every bad situation
16. Observes local customs and conventionalities

After the translation was completed, the judge proceeded to "telescope" the list of 83 traits into about 25 groups, a number which is considered to be practical for use in teacher-training institutions. The 25 judges necessary to make the results reliable thus produced the 25 groups of traits shown in Table I.

Thereupon an evaluation of the traits was made by 25 administrators for five types of teachers: senior high school, junior high school, intermediate grades, kindergarten-primary, and rural schools. The judges were conversant with the qualities necessary for the five types of teachers. Each judge indicated the traits considered to be most important, least important, and of average importance for each of the five types. These results are also presented in Table I.

During the course of the investigation the ratings by 25 teachers were secured and correlated with the ratings obtained. When it was found that the correspondence between the ratings was $.861 \pm .035$, it was considered unnecessary, in view of the nature of the data, to obtain ratings from other groups of judges consisting of parents, pupils, and others, as had first been planned. Table I accordingly shows the ratings obtained from the administrators alone, and is considered sufficiently valid for practical purposes.

The table should be read as follows: Adaptability is eighth in rank of importance for senior high-school teachers, tenth for junior high-school teachers, eighth for intermediate, sixth for kindergarten-primary teachers, and first for rural teachers.

Interested investigators may use the list of traits, pp. 67 ff., in evaluating the conspicuous qualities of other types of teachers, such as teachers of English, commercial teachers, and the like, by having the list ranked by twenty-five competent persons with the specified type of teacher kept in mind.

Differences in evaluation of the traits for the different types of teachers as shown in Table I undoubtedly possess significance of a

fundamental sort, since correlation between the evaluations of twenty-five teachers and an infinite number is so high. A consider-

TABLE I

RANK-LIST OF TEACHERS' TRAITS

TRAITS	RANK FOR TEACHERS OF:				
	Grades X–XII Senior H.S.	Grades VII–IX Junior H.S.	Grades III–VI Inter-mediate	Grades Kdg.–II Kdg. Primary	Rural School
1. Adaptability	8	10	8	6	1
2. Attractiveness, personal appearance	17	14	9	10	15
3. Breadth of interest (interest in community, interest in profession, interest in pupils)	1	10	11	15	2
4. Carefulness (accuracy, definiteness, thoroughness)	11	13	9	14	12
5. Considerateness (appreciativeness, courtesy, kindliness, sympathy, tact, unselfishness)	17	3	1	1	3
6. Co-operation (helpfulness, loyalty)	11	9	14	16	3
7. Dependability (consistency)	14	19	16	17	15
8. Enthusiasm (alertness, animation, inspiration, spontaneity)	9	4	5	2	11
9. Fluency	23	24	25	23	25
10. Forcefulness (courage, decisiveness, firmness, independence, purposefulness)	5	4	18	19	13
11. Good judgment (discretion, foresight, insight, intelligence)	2	1	3	4	3
12. Health	16	16	12	10	9
13. Honesty	7	12	7	9	6
14. Industry (patience, perseverance)	19	8	14	13	17
15. Leadership (initiative, self-confidence)	4	7	19	21	8
16. Magnetism (approachability, cheerfulness, optimism, pleasantness, sense of humor, sociability, pleasing voice, wittiness)	11	4	5	3	9
17. Neatness (cleanliness)	20	16	13	4	18
18. Openmindedness	9	20	23	24	22
19. Originality (imaginativeness, resourcefulness)	22	22	16	12	19
20. Progressiveness (ambition)	23	23	22	20	22
21. Promptness (dispatch, punctuality)	21	14	20	18	21
22. Refinement (conventionality, good taste, modesty, morality, simplicity)	14	20	2	8	13
23. Scholarship (intellectual curiosity)	5	16	21	21	20
24. Self-control (calmness, dignity, poise, reserve, sobriety)	2	2	3	6	6
25. Thrift	25	25	24	25	24

ation of the meaning of these differences, however, is not within the scope of our study.

Administrators, teachers, supervisors in teacher-training institutions, and the like will be able to use the evaluated list in a variety of ways. The instructor of each course may check off from the list

those traits for which he will be responsible. Critic teachers in practice schools can use it as a basis for the development of traits in which the student is found to be weak. The list can be made the basis for direct instruction, either in classes or with individuals, and students can use it independently for self-evaluation.

SECTION 5

A MASTER-LIST OF TEACHERS' ACTIVITIES

Everything that man has done or written is theoretically available for the instruction of teachers. The period of instruction, however, is relatively short, so that some selection must be made. The selection is complicated by pressure from champions of special fields of knowledge, by enthusiasm for new adventures into unexplored fields, and by demands from the schools for a more specialized preparation of teachers. Such influences have produced a condition exemplified by a typical teacher-training institution which offers enough courses to fill the normal program of one student for forty-six years. Many of the courses are elective, but even the courses prescribed for teachers of a given type show a disquieting lack of coordination. There has been no objective basis for determining the fundamentals of teacher-training courses.

All teacher-training faculties agree in principle upon usefulness as the basis for the selection of materials. Hence it is from lack of agreement as to the precise meaning of usefulness that the present difficulties, uncertainties, and perplexities arise. No clear and complete picture of the duties performed by teachers of different types has been available, and for this reason no satisfactory agreement upon the meaning of usefulness has been reached. Nor do teacher-training instructors know which teaching duties are the most frequent, which are the most difficult to learn, and which are most important. Neither are instructors agreed as to the particular duties that must be learned in the training school if they are learned to best advantage; assuming, of course, that certain duties are better learned "on the job." To make the situation still more confusing, there has been no agreement as to what materials are best suited to train students to perform the duties in which systematic training is found to be desirable.

To present a clear picture of teacher activities that may simplify this problem of selection is the major objective of the present study. But to draw such a picture is not easy because of the mass of detail to be organized. Consequently one of our most important technical problems was how to steer a middle course between general classes of activities so broad as to be indefinite and detailed activities so numerous as to be unmanageable.

This major problem of technique was found to involve three subproblems, also purely technical. The first was to find a technique that would make the list of activities sufficiently comprehensive and complete. The second subproblem was to find a basis for classification that would reduce overlapping so far as possible in order to provide a discrete classification. The third subproblem was to determine how far the analysis of each type-activity should be carried—that is, to define the proper depth of analysis. It was desired to make the list as complete as possible; the classes of activities should include every item and yet should possess a minimum of overlapping; and the list should be as short as possible and yet not so general as to impair its usefulness. Completeness was secured by various techniques; overlapping was not found to be serious; and the desirable depth of analysis was determined both by experiment and by synthetic judgments of three or more judges regarding each of the 913 type-activities in the final list. The reader should bear the three technical problems in mind when evaluating the techniques used in preparing the list of activities.

The first step in preparing a complete list of activities was to assemble all collections of teachers' duties or activities that had been prepared by other investigators for any purpose. Professional literature was examined for additional activities. Libraries of departments of education were addressed. Many heads of departments and virtually all deans of schools of education were consulted either in person or by correspondence in order to learn of previous studies containing analyses of any phase of teaching, however fragmentary the analyses might be. From all these sources twenty lists were obtained, containing roughly 6,000 activities, including duplicates. These activities formed the nucleus of the material to be classified. From 6,054 teachers in summer schools during the summer of 1925,

211,890 activities were collected by means of blanks. One hundred and fifty of these blanks were selected according to kind of position, type of community, and geographical area for use in the experimental classification. These 150 blanks contained 5,250 duties. From other experienced teachers additional activities were obtained to the number of 18,765, making a grand total of approximately 236,655 activities collected, including duplicates.

Approximately twelve thousand activities obtained from the sources mentioned were used in preparing a tentative classification. After several possibilities were explored, the classification about to be described was found satisfactory for the purpose. The primary classification consists of seven main divisions, of which two contain two subdivisions each. The divisions are as follows:

I. Teachers' activities involved in classroom instruction
   A. Teaching subject matter
   B. Teaching pupils to study
II. Teachers' activities involved in school and class management (exclusive of extra-curricular activities)
   A. Activities involved in recording and reporting facts concerning pupils
   B. Activities involving contacts with pupils
III. Activities involving supervision of pupils' extra-classroom activities (exclusive of activities involved in school and classroom management)
IV. Activities involving relationships with personnel of school staff
V. Activities involving relations with members of school community
VI. Activities concerned with professional and personal advancement
VII. Activities in connection with school plant and supplies

The full list of activities classified under each of the foregoing division titles may be found in Part II of this volume. The activities filed in each division were then classified further into subdivisions, sections, and subsections—the subsection constituting the depth of analysis below which it was found unwise and unnecessary to proceed. The progressive levels of classification thus consist of divisions, subdivisions, sections, and subsections, with occasional extensions in the form of secondary subsections. The activities below the subsections were gathered together in unclassified form in what are termed "summary paragraphs." The form of classification may be illustrated as follows:

(Division) I. Teachers' activities involved in classroom instruction
(Subdivision) A. Teaching subject matter
(Section) C. Selecting and organizing subject matter (subject matter includes information, pupil experiences, ideals, attitudes, skills, and learning activities)
(Subsection) 3. Taking account of pupils' interests, abilities, and needs
(Secondary subsection) *a*) Selecting subject matter with reference to pupils, interests (e.g., introducing discussion of school events, pupils' hobbies, topics suggested by pupils)
(Summary paragraph) Basing new work on common experience; enriching course taught; basing course on current problems as revealed in readings and discussions with parents and in class, on seasonal sequence, on community practices (production, marketing); selecting material with reference to individual interests; providing material within the pupils' interest, experience, understanding—which leads to new activities, which is illustrative, thought-stimulating; adapting work to child's point of view; recognizing individual interests and abilities; meeting difficulties arising from a fixed course of study; adapting to race difference; adapting pupil's reading to his experience; adapting school to outside environment of child; giving extra work for credit; encouraging originality; encouraging inventive tendencies.

The subsection thus represents the basic unit of the classification, and the activities classified as subsections are accordingly referred to as "type-activities."

When the classification of approximately 12,000 activities had been completed, the list was subjected to various checks for completeness. The first check consisted in printing and distributing the list to teachers, who were asked to supply any activities omitted from the list. Reports were received from 2,331 teachers, yet no new type-activities (subsections) were added from this source. However, approximately 1,450 items were added to the activity paragraphs.

Books and articles on teaching were carefully selected and examined by the staff solely for the purpose of adding *new* subsections and *new* items for the activity paragraphs. From this source no new subsections were added.

In the summer of 1926 some twenty-five professors of education were asked to add, and have their graduate students add, activities

which teachers *ought* to perform but which did not appear in the list. It was hoped by this method to forestall the criticism that the list is concerned solely with what teachers *are* doing to the neglect of valuable activities that should be performed but are not performed. But returns from this source brought *no new* type-activities. The examination of the list by the experts chosen may have been perfunctory, but further checks for the same purpose failed to indicate any significant omissions.

When all the foregoing sources had been combed for activities, the staff examined and tabulated the blanks collected from teachers in the summer of 1925, of which only 150 had been included in the 12,000 activities tentatively classified. The reading and recording was continued considerably beyond the point at which new type-activities ceased to appear. This provided the best single check on the completeness of the activity list, as discussed on pages 99 ff.

The master-list purports to include the type-activities performed by teachers in all grades of the public schools. It is as complete as present techniques can make it. It is supposed to reveal all type-activities and so helps to define the elements needed in preparing practical units of instruction. It does not include methods of performing the activities, except as such are suggested by the fragments contained in the summary paragraphs. Some of the activities may be valueless; others may be pernicious. If so, these qualities are revealed by the evaluations for importance shown in the Summary Tables of Part II. There may be type-activities that teachers ought to perform and which are not included, but persistent efforts to discover such omissions were altogether unsuccessful.

It is believed that activities taught in the training-school curriculum should be selected only on the basis of evidence regarding their value in classrooms comparable to those in which the students will later teach. There is no reasonable likelihood that any type-activity important to classrooms in general has been omitted from the master-list.

SECTION 6

EVALUATING TEACHERS' ACTIVITIES

To construct teacher-training curricula one must know the respects in which the duties of teachers in service resemble and differ from each other (1) in different communities, as for example between rural and urban; (2) in different grades, as for example between primary and intermediate grades; and (3) in different subjects, as for example between English and mathematics. Selection of content is refined by knowing also (4) the relative frequency, difficulty of learning, importance, and desirability of preservice training in the activities performed by teachers in different communities, grades, and subjects. It is also necessary to know the number of judgments, by experts in different phases of teaching, that affords sufficient reliability.

Teachers in different types of community can readily be distinguished by the difference in the duties they perform. Since the activity list is assumed to be complete, one may define the teachers of any given community, or grade level, or department of the school by having a representative group of twenty-five persons mark the activities 1, 2, or 3 to indicate frequency of performance. If, for example, the investigator wishes to discover the duties of rural-school teachers or the duties of teachers in a very large city, the checking by twenty-five teachers of the desired type is adequate. If one wishes to determine the duties performed by primary teachers in Minneapolis, the list should be checked by twenty-five primary teachers in that city who can be relied upon to give careful judgment. Similarly, if the duties in teaching a given subject are to be designated, checking by twenty-five teachers of English or any other subject at the appropriate grade level is sufficient to establish the important trends.

Many such evaluations were made in this study, and representative exhibits will be found in the Summary Tables of the present volume, where the activities are ranked on the basis of judgments obtained from various professional groups with regard to each of four criteria.

Persons wishing to use the list to analyze the duties of designated

groups of teachers as a basis for constructing the curricula of a given training school will find the necessary instructions and forms on pages 245 ff. Copies of this form with directions for its statistical use may be purchased from the publishers at cost.

In Table A, Part II, it will be noted that rankings are based on three criteria other than frequency; namely, difficulty of learning, importance, and desirability of learning the activity in the training school rather than in service. The last criterion is termed "job vs. school," for brevity. It is recognized, of course, that frequency alone will not determine whether or not an activity should be included in a curriculum. Quite important is difficulty of learning; for, other things being equal, most attention should be given to the activities most difficult for the prospective teacher to learn.

Importance as judged by competent authorities is likewise an essential factor in selecting curriculum content. There may be activities in the master-list which certain judges believe to be harmful. Such activities are revealed in the ratings for importance wherein the judges indicate the activities that ought to be performed. The ratings for importance also emphasize activities that must be learned by the teacher in training, whether or not they are performed frequently, and whether or not they are difficult to learn. Finally, duties may be frequently performed that are important to teaching and difficult to learn, and yet which may not be readily taught in the training school, whether for lack of proper facilities or for other reasons. Such activities consequently are best learned in service. To know what duties do *not* lend themselves to training-school instruction is particularly valuable in constructing the curriculum. The ratings on this last criterion are more inclusive than the ratings on any other single criterion. A composite ranking was then determined by combining the rankings for the four criteria by the techniques described in Chapter III.

On all the criteria except frequency, judgments were obtained from teachers of the various grade levels and types of community, from city supervisors, critic teachers, principals, college teachers of education, and persons connected with experimental schools. Table II summarizes the groups of judges. The top line of the table, under Senior High School, is read as follows: Rankings of the activities

were secured from 125 University of Chicago graduates teaching in high schools, on the criteria of frequency, difficulty of learning, importance, and desirability of teaching the activity in the training school. From all four rankings a composite score was determined for each activity. The other groups rating the activities are read in the same way.

TABLE II

SUMMARY OF RATINGS SHOWN IN SUMMARY TABLES

	Number of Judges	Frequency	Difficulty	Importance	Desirability of Pre-service Training	Composite
I. Senior high school:						
U. of C. Graduates (scattered geographically)	125	√	√	√	√	√
City of Chicago (large city)	50	√	√	√	√	√
Nebraska (small towns)	50	√	√	√	√	√
New Jersey (large towns)	25	√	√	√	√	√
Teachers of English	25	√	√	√	√	√
Teachers of mathematics	25	√	√	√	√	√
Teachers of science	25	√	√	√	√	√
Critic teachers	25		√	√	√	
College teachers of education	25		√	√	√	
II. Junior high school	25	√	√	√	√	√
III. Elementary school:						
City supervisors of common branches	25		√	√	√	
City supervisors of special subjects	25		√	√	√	
Principals, city schools	25		√	√	√	
Principals, elementary schools	25		√	√	√	
Critic teachers	25		√	√	√	
College teachers of education	25		√	√	√	
One-room rural schools (Wisconsin)	25	√	√	√	√	√
Intermediate teachers	25	√	√	√	√	√
Kindergarten-primary teachers	25	√	√	√	√	√
Teachers of experimental schools	25	√	√	√	√	√

Similar evaluations may be obtained by means of the check-list from any group qualified to judge the duties performed by the graduates of any particular training school. The groups whose evaluations appear in the Summary Tables of this report are chosen so as to represent typical and widely differing elements of the educational profession as a whole.

With reference to the duties of senior high school teachers, for example, evaluations were obtained from the high-school teachers of

Chicago, Nebraska, and New Jersey, representing respectively a large city, small town, and large town. University of Chicago graduates were included as an additional group because they represent judgments obtainable from graduates of a given school of education and also because they represent a typical cross-section of high-school teachers in general, namely, teachers of large and small high schools in many states, particularly those in the north-central states.

Teachers of senior and junior high schools, intermediate grades, primary-kindergarten grades, and rural-school teachers were selected to give a sampling of the sequential grade levels and major types of school positions.

English, mathematics, and science teachers in the high school were included to sample the special subjects.

As a check against the judgments of teachers, evaluations were obtained from various supervisory groups. Principals and city supervisors were chosen to represent the views of the school administration. College professors of education were chosen to provide evaluations based upon wider scholarship and the basic theories of education. Critic teachers in teacher-training institutions were chosen to provide judgments based upon experience of a type different from that of the city supervisor.

Finally, teachers in experimental schools were selected both to benefit by their point of view and also to determine the extent to which their judgments might differ from those of the public school teachers. Returns from this group served also to indicate values that are not commonly emphasized in prevailing public school practice.

SECTION 7

RELIABILITY OF THE EVALUATIONS

At this point in the introductory account of the study it is wise for the reader to turn to the Summary Tables, pages 493 ff. It is not necessary to study the tables in detail, but it is well to examine them with sufficient care to form a notion of the manner in which the evaluations by different groups of judges for different criteria are shown. It should be clear from the legend of each table that the figures rep-

resent the deciles in which the activities are placed by the judgments of the various groups according to the criteria stated.

May the findings of the study be safely used as a reliable basis for teacher-training curricula? The ratings with reference to the four criteria were made by various professional groups ranging in size from 25 to 150 persons. If the ratings are to be significant, it is highly important that they be reliable. That is to say, the relative values assigned to the activities by each group of judges actually used must adequately represent the relative values which would be assigned by the entire membership of the group. Do twenty-five persons actually represent the given group, or are the individual variations so great that the differences shown in the tables might very probably be due to variations in the sampling? The significance of the ratings depends upon the answer to this question, as does also much of the validity of the entire study.

The reliability of the ratings is a matter of such vital concern that large numbers of tests were made throughout the study. The results all confirm the statement that twenty-five returns are sufficiently reliable. Typical examples of the evidence follow.[1]

In fifteen cases the ratings computed for a random sample of twenty-five returns taken from one professional group were correlated with the ratings computed from another random sample of twenty-five taken from the same group. The mean coefficient of correlation between the fifteen samples of twenty-five each was $.931 \pm .004$. That the ratings made by one set of twenty-five agree so completely with the ratings made by any other set of twenty-five persons representing the same professional group is one highly important indication of reliability.

Another excellent evidence of reliability resulted from applying Spearman's formula for the correlation between averages:

$$r_{af \cdot bf} = \frac{abr_{11}}{\sqrt{a+(a^2-a)r_{11}}\sqrt{b+(b^2-b)r_{11}}}.$$

[1] The primary source of such evidence is "Statistical Methods for Utilizing Personal Judgments to Evaluate Activities for Teacher-Training Curricula," Ph.D. Thesis, University of Chicago, 1927, by Ralph W. Tyler; see also O.R., I–7, for abstract of this reference.

The value of $r_{af.bf}$ signifies the predicted coefficient of correlation between a group of a ratings and another group of b ratings taken from the same population; a represents the number of returns in the given sampling; b may represent the total number of persons in this professional group; while r_{11} signifies the average correlation between the ratings of single individuals. One hundred thirty correlations were calculated from which to compute r_{11}, namely, the mean correlation between the ratings made by any two individuals in a given group.

In addition to this precaution, empirical tests were also made to establish the fact that this formula applies to the specific data. Thirty correlations were made between actual groups of twenty-five and fifty returns and the coefficients obtained in each case were compared with the coefficients predicted by use of the formula. The predicted coefficients and the actual coefficients were almost identical, the mean difference between the two being only .010.

Since the formula proved to be applicable it was used to predict the correlation between returns from twenty-five persons and the returns which would be obtained from the entire professional group. The mean predicted correlation coefficient was $.945 \pm .003$. This remarkably high coefficient is a third piece of evidence to confirm the statement that the ratings are sufficiently reliable.

A fourth type of evidence showing the reliability of the tables is obtained when the probable errors of the ratings are computed. The mean probable error proves to be .35 of a decile. That is to say, the chances are fifty-fifty that the actual decile ranks calculated from all the members of the professional group would differ no more than one-third of a decile from the decile ranks given in the Summary Tables. There is only one chance in twenty that the values in the Summary Tables differ more than one decile from ratings made by all members of the group, and only one chance in ten thousand that the decile ranks are in error by two deciles.

This high statistical reliability is due to two facts: first, that each rating in the tables represents an average of the ratings made by at least twenty-five persons; and second, each person in a given professional group agrees rather closely with each of the other members of the group in his evaluation of the activities. It is therefore assumed

that the ratings given in the tables represent reliable and consistent judgments by the various professional groups selected.

SECTION 8

USING THE EVALUATED ACTIVITIES TO REVISE EXISTING COURSES

The data contained in the Summary Tables may be used either as a basis upon which to evaluate training courses in operation or as a basis upon which to construct a new course or sequence of courses.

Checking content of textbooks.—It may be interesting to note that the activity list in itself provides a satisfactory check on the completeness of data suggested by the topical outline of a course or contained in a given textbook. To illustrate by one example: a discussion of school records and reports by a well-known authority specifically treats of but 25 of the 153 duties contained in the master-list that relate to recording and reporting, and the majority of the activities treated are below median importance. The same sort of check can be made by an instructor to determine what duties of a given type are omitted from any given textbook. The importance of the duties omitted as compared with the duties contained may then be estimated by reference to the Summary Tables.

Checking courses in observation and practice teaching.—The tables may be used to check the adequacy of any type of training course, but the type of course most convenient for illustration is the course in observation and practice teaching. Professional courses of this type are somewhat unique in that emphasis is placed directly upon the performance of certain duties by certain approved methods. In a sense the objective of a course in practice teaching is to acquaint the student as directly as possible with the specific duties he will have to perform when he enters the teaching service.

To illustrate a method employed by one faculty member to check the content of courses in observation and practice teaching by means of the activity ratings, the following example is presented.

A comparison was made between the teaching activities of practice teachers in a city training school[1] and the activities of teachers regularly employed in the city schools. The instructor's proce-

[1] Data collected by R. H. Wetherbee and used with his permission.

dure consisted in distributing the check-list of activities to the practice teachers of the given institution. Each student checked the duties he had performed in the practice class and otherwise indicated the relative difficulty of performing each activity. The returns were then compared with the ratings by experienced teachers of intermediate grades as shown in Table A. The first point of interest was the relative number of activities performed by the two groups. Naturally enough the experienced teachers were found to perform many more activities than the practice teachers. Of 559 type-activities in the list,[1] 57, or 10.2 per cent, were performed by every experienced elementary school teacher. But none of these activities was performed by more than 187 of the 213 practice teachers. Whereas every activity was performed by at least 8 per cent of the regular teachers, the 8 per cent of practice teachers performing the largest number of activities perform only 219 activities, or 39.2 per cent of the list. Twenty-two of the regular teachers' classroom duties are not performed by any of the practice teachers. In general the duties performed most frequently by experienced teachers were found to be those most frequently performed by practice teachers. The coefficient of correlation between frequency ratings made by the two groups was $.704 \pm .14$, which is a fairly high correlation. Such findings as these suggest the value of the comparison both to check the completeness of the teaching duties to which student teachers are introduced and to define the range of the duties they perform in the practice teaching course in order that other courses in the training curriculum may properly articulate.[2]

However, the instructor found more significant differences in the kind of duties most frequently performed by the two groups. Of 56 activities comprising the 10 per cent performed most frequently by practice teachers, 55 are activities involved in classroom instruction, as against 32 from the 10 per cent performed most frequently by regular teachers. In short, the activities performed by practice teachers are much more closely confined to the classroom (with particular

[1] Omitting Divisions II A and IV.

[2] See O.R., I–8, for the report of a study to distinguish frequency of performance, as meaning the number of times an activity is performed by one teacher in a given period of time, from universality of performance, as meaning the proportion of teachers of a given group who perform the activity, regardless of how often each performs it.

emphasis upon the teaching of subject matter) than are the activities of regular teachers.

Stated conversely, this means that the regular teachers' classroom activities are more largely concerned with school and classroom management and with activities in teaching pupils to study than are the classroom activities of practice teachers. Only 17 of the regular teachers' 56 most frequent classroom activities are confined to the teaching of subject matter, as against 29 for practice teachers. The typical experienced elementary school teacher also performs various other duties in connection with extra-curricular activities, community contacts, professional and personal advancement, and the school plant and supplies. The typical practice teacher performs none of these activities.

The third point of comparison revealed a wide difference of opinion regarding the relative difficulty of certain activities for the two types of teachers. Since for the most part practice teachers perform only the duties concerned with classroom instruction, judgments of difficulty are confined to the 108 activities of Division I concerned with the teaching of subject matter. The practice teachers report fewer duties as difficult to perform. On the average only 1.8 per cent of the classroom activities are reported as very difficult by practice teachers, while 11.1 per cent are reported very difficult by experienced teachers. Only nine activities, or 8.3 per cent, are considered easy by experienced teachers, while 54, or 50 per cent, are considered easy by practice teachers.

Moreover, the wide difference between the difficulty ratings of the two groups is expressed by the low coefficient of correlation, $.236 \pm .057$. Direct comparison of the ratings shows that many activities are reported difficult by experienced teachers that are reported easy by practice teachers. However, no duties are rated easy by experienced teachers that are rated difficult by practice teachers. That is, the low correlation is largely due to the fact that many duties, whether they are difficult or easy for experienced teachers, are uniformly rated easy by practice teachers. Lest such comparison be discounted by the fact that the practice teachers' ratings were influenced by the desire to minimize their difficulties in the hope of securing the approval of instructors, the investigator took particular

pains to eliminate all incentives to render other than honest ratings. A more plausible explanation is that practice teachers do not recognize the difficulty of many of the important activities.

In this explanation the investigator found another significant value of the check on existing courses in observation and practice teaching. If the course is to teach the significance of professional problems that the student is expected to explore, then it is clearly necessary to identify the teaching duties which experienced teachers regard as more difficult than the practice teachers consider them to be. He was able to identify such duties by the comparisons noted. Not until these duties are clearly recognized *as* problems by the practice teacher can the course in observation and practice be considered effective.

A further analysis of the difference in difficulty indicated that practice teachers consider the activities most difficult which they know most about; for example, "activities involving the planning of the subject matter" and "securing sufficient command of subject matter to teach it." The types of activity considered most difficult by experienced teachers and easy by practice teachers include "planning methods of improving teachers' traits," "evaluating objectives of the course," "adapting material to pupils' needs," "helping pupils to develop individual tendencies," "teaching pupils to combine ideas and to analyze problems," and other problems of adjusting teaching to the pupils of a given class. It is clear that the students were not impressed with the fundamental importance of these professional duties. It is therefore likely that the students will not derive the expected benefit from other courses in the training curriculum until they recognize the significance of these duties and others of equal importance to the successful teacher in service. Hence it should be a matter of critical concern to the authorities of the given institution to discover what the duties are that require further emphasis or a different emphasis.[1]

It is probably unnecessary to describe in the same way the methods by which the evaluated activities may be used to check the content of training courses of other types. No matter what the type of

[1] See O.R., I–9, for detailed comparison of practice teachers' activities with activities of full-time teachers.

course to be checked, the procedure consists essentially in analyzing the content of the course by means of the activity list until the particular duties upon which the existing course is intended to bear are identified. The bearing may be direct or indirect. It is direct in such courses as practice teaching, where certain duties are to be performed *as duties*. The bearing is also direct in most courses in methods of teaching, wherein efficient methods of teaching cannot be learned until the student is familiar with the nature and purpose of the classroom duties to which the methods apply and with the classroom problems to be solved by the teaching methods presented in the course. The bearing of the content upon the duties is indirect in courses that are primarily theoretical, for example, principles of teaching, history of education, educational psychology, and the like.

Checking courses in methods of teaching.—Courses in general and special methods can be readily checked by means of the ratings for difficulty of learning, as obtained from experienced teachers, principals, and supervisors. The difficulty ratings of experienced teachers indicate quite plainly the problems to be treated in the course. One limitation of the tabulated data is that the type-activities involved in classroom teaching are necessarily so general as to apply to all fields of subject matter. Hence they do not indicate methods of teaching a given subject. This limitation can be removed by a simple procedure that has been developed experimentally in the field of junior high school mathematics.[1]

The instructor of the course in methods of teaching mathematics checked the contents of the course against the activity list without regard to the ratings. It was found that virtually all of the activities in Divisions I and II involving classroom instruction and class management were involved to some extent in the teaching of junior high school mathematics. The next step was to analyze each of the duties on the check-list into the more specific activities performed by teachers of mathematics exclusively. This analysis was simplified by the check list in that for each activity the question was asked: "In what ways might the teacher of mathematics perform this activity differently from the teacher of some other subject?" The third step was to compare the check-list activities thus analyzed with the

[1] With the assistance of Charles A. Stone, University (of Chicago) High School.

topical outline of the special-methods course. The comparison consisted in marking the check-list activities 1, 2, or 3, to indicate the degrees of emphasis given to each activity in each topic or subtopic of the course outline. The final step was to compare the importance ratings of the activities, as determined by the emphasis given each activity in the course as taught, with the importance ratings of the same activities as shown in Table E by representative teachers of mathematics. Wherever an activity on the check-list was rated low in importance as treated in the organized course and high in importance as rated by the teachers of mathematics, the activity received greater emphasis in the course. Activities rated high by the course outline and low by the teachers were subordinated. Other duties not contained in the course and rated high by the teachers were added.[1]

Similar procedures have been used experimentally to check courses in general methods. On the whole the Summary Tables are more conveniently used to check the content of general-methods courses than to check the content of special-methods courses. The procedure in checking the unit on "Discipline" in a general-methods course for high-school teachers consisted of the following steps: First, the topical outline of the course was analyzed to show the high-school teaching activities involved, whether such activities were definitely proposed as methods of maintaining discipline or merely used to illustrate the psychological principles taught. The next step was to rank such activities in order, with reference to the attention paid to them in the training classes as normally conducted. The third step was to compare the activities thus ranked with the decile ratings shown in the Summary Tables as obtained from former students of the same course who were then actually engaged in high-school teaching. On the basis of this comparison the disciplinary activities rated by experienced teachers as both important and difficult to learn were given greater emphasis in the general-methods course whenever they appeared below the median of the duties as ranked by the instructor of the course. The content material related to the classroom activities was then modified in accordance with the relative importance of the duties.[2]

[1] See more detailed discussion in chapter v, pp. 169 ff.

[2] See O.R., I–10, for exhibit of this analysis.

Checking the content of theoretical courses.—The procedure used in checking the content of courses in educational theory is not different from the procedure just outlined except in respect to the choice of the groups whose ratings are used as criteria. It is true, of course, that there are more steps intervening between the organized content of a course in educational psychology and the teaching duties to which the psychological principles apply. This interval is not so great, however, as to prevent the instructor from specifying the teaching activities to be used in illustrating the principles and then consulting the Summary Tables to determine the relative curriculum value of the activities designated. It is then necessary for the given instructor to select the criteria most pertinent to the given course. For example, the course in educational psychology might well be checked on the basis of the difficulty ratings by experienced teachers, supervisors, and instructors in education. Importance ratings by the same groups are also valid. Having designated the teaching activities rated as important and difficult to learn by each of these three groups, the instructor has then to examine the psychological principles to be taught in the course in order to note whether the principles apply to the designated activities. If not, the instructor should supply such other principles as are needed to enable the teacher to perform the activities effectively.

Checking the program as a whole.—Passing to a more general problem in curriculum construction we may briefly consider how the tabulated ratings may be used to check the organization of the training program as a whole. This type of check should logically precede the more specific evaluation of separate courses as already described. Yet to persuade each member of the training staff that such a general survey is desirable is sometimes a difficult matter. It is therefore often necessary to give first attention to the organization of specific courses and departments before the general survey is undertaken by the curriculum committee.

When conditions are such as to permit a thoroughgoing reorganization of the training program as a whole, the primary purpose should be to check the extent to which the program covers the professional duties of most significance to teachers in the positions for which the institution prepares. A related study is to determine the

extent to which different courses and departments show an undesirable degree of overlapping.

In brief, one method of checking the range of program is as follows: First, select the duties rated as most frequently performed by experienced teachers in school positions of the type for which the training school prepares. Such duties constitute in general a basis for the organization of courses on the activities level, that is to say, courses in observation and practice teaching.

Second, select the duties frequently performed by experienced teachers of the appropriate grade level and type of community which are rated as both important and difficult to learn. Such duties constitute criteria for the content of other courses in the training program, with the possible exception of courses in methods of teaching special subjects.

Third, circulate the list of duties thus selected to the heads of the training departments of the school and ask each department head to indicate the duties which instruction in the given department should enable the prospective teacher to perform more efficiently.

Fourth, compare the returns from the department heads or individual instructors and note the important duties not checked by any department, and the duties checked by two or more departments that may imply excessive duplication of effort.

Fifth, submit the findings to the curriculum committee as a basis for more intensive analysis of the courses and for recommendations by each of the departments concerned. Such analysis by individual instructors or by separate departments may well follow the procedure outlined in the foregoing pages of this section.

Checking a sequence of related courses.—A somewhat extensive survey of professional courses for prospective high-school teachers was undertaken experimentally by the College of Education of the University of Chicago. The following brief account[1] will indicate the nature of the investigation which is described in greater detail in Chapter IV.

The activity list, as evaluated by graduates of the University of

[1] Quoted from W. S. Gray, "The Use of Activity Analysis for Rural Teachers," *United States Bureau of Education Bulletin No. 6* (1928), pp. 3–12.

Chicago now teaching in high schools, was used to check the content of the undergraduate program for prospective high-school teachers.

. . . . Many serious omissions were discovered, such as those relating to teachers' extra-classroom activities and community relations. Inasmuch as the list distinguishes between the frequency and importance of activities for different groups of teachers, it aids the curriculum-builder in determining the probable amount of emphasis which should be given to a specific activity for rural teachers or kindergarten-primary teachers. Furthermore, it suggests whether a given activity can be learned best in training or on the job. Not infrequently the activity list suggests situations which have never been provided for in professional courses. In such cases the use of the list suggests the need for research in particular fields.

One of the most valuable uses which we have made of the activity list in improving the professional program involved an intensive analysis of the content and organization of the fundamental courses. Stenographic reports were secured of class discussion in three major courses in education. The reports are being analyzed in detail to determine the extent to which certain activities are emphasized and the degree of emphasis which each receives. If the activity is merely mentioned, the fact is indicated by the numeral 1; if it is discussed sufficiently to make its nature clear, it is marked 2; if the difficulties encountered in performing the activity are discussed, it is marked 3; if procedures for meeting the difficulties are described, the activity is marked 4; and if the principles underlying the procedures are presented, the activity is marked 5. When a course is analyzed in this way there are often very startling revelations. For example, one instructor carries his discussion of activities only far enough to describe or outline them; another instructor spends several days on an activity which merits very little emphasis. The analysis also shows that some instructors present the courses almost wholly in terms of principles, with few applications to specific cases. Other instructors describe activities, difficulties, and practical procedures at length, but fail to develop the principles on which the solution of classroom problems depends. It is evident, therefore, that when existing professional courses are analyzed carefully through the use of the activity list, some of the most vital problems which curriculum-builders face come clearly to light. If such problems are intelligently solved, radical improvements result both in the content of professional courses and in methods of teaching them. . . . .

Experience has demonstrated clearly that a comprehensive analysis of teachers' activities can be made only when ample funds and the co-operation of a large number of people are available. After the basic analysis has been made it may be improved and refined through the efforts of individuals who work on small units or restricted phases of the complex task of teaching. . . . . Once an analysis has been completed, we have definite assurance that it may serve as a valuable aid in checking the completeness and adequacy of existing curricula. Before we can determine the extent to which curricula may be based solely on activity analyses, much experimentation is necessary.

In concluding this section the reader will note that the illustrations are chosen primarily to suggest a variety of ways in which the data contained in the Summary Tables may be used to check the adequacy of training curricula already organized. It is likely that the illustrations are not sufficiently explicit to serve as a guide in the reorganization of curricula in training institutions of all types. The illustrations should, however, suggest various experimental uses to be made of the Summary Tables contained in this volume. A more detailed account of the exploratory studies herein described will be found in Chapter IV.

SECTION 9

USING THE EVALUATED ACTIVITIES TO CONSTRUCT NEW COURSES

The major uses to which the evaluated master-list may be put in constructing new curricula are at least ten in number. All of the uses are summarized in this section and several are treated in greater detail in Chapters IV and V.

1. *Constructing units of courses in special methods.*—The evaluated master-list has been applied to the construction of particular units of special-methods courses. Courses in special methods have been used extensively for experiment in order to check the validity of Division I, which deals with the analysis of activities in teaching subject matter. It was felt by the staff that these activities were less detailed and therefore perhaps less adequate than the other divisions of the activity list. Consequently, if the activities of this division proved useful in constructing units of special-methods courses there was no reason to doubt their usefulness in constructing units in other courses. The evaluated activities were applied to five special-methods courses in various elementary- and high-school subjects, namely, elementary school art and junior high school algebra, English literature, geography, and science.

In each of the junior high school studies, which are treated more fully in Chapter V, the first step consisted in selecting from Table A the activities of Division I that appear in the first two deciles as rated by junior high school teachers, from Table E the activities so rated by teachers of the given subject in high schools, and from Tables B, C, and D the activities so rated by professors of secondary

education. The first two deciles were used because the treatment of activities so rated would apply equally well to the activities in the lower deciles which a more extensive study would utilize. From these lists were selected the activities performed in teaching the subject matter of the elementary or junior high school course as represented by a single textbook. In selecting the activities by means of the ratings the instructors in general gave approximately equal attention to each of the four criteria. When a given activity was ranked in the first decile by one group of judges for three criteria and ranked in the fourth or fifth decile for the fourth criterion, the activity would probably be selected even though the average ratings were below the first decile.

The activities in Division I which were ranked in the upper deciles for each criterion having been selected, the next step consisted in organizing the activities under topics appropriate to the training course. Some of the topics were chosen from the section headings of the Commonwealth list; other topics were formulated by the instructor.

The third step consisted in examining the literature and in collecting materials from personal sources related to each topic in the outline. In selecting such data the instructor asked himself the question, "What illustrations, facts, or principles will the teacher need to be familiar with in performing this activity?" The subject matter collected under each topic was then ready to be organized into instructional form. This last step was omitted in the exploratory studies because the technique is entirely familiar.

2. *Professionalized subject-matter courses.*—The studies which have just been mentioned were based on the assumption that the course in special methods contains none of the actual subject matter to be taught. In other words, no attempt was made to combine training in mathematics with methods of teaching mathematics. The combination was not made for the reason that in the institution for which the special-methods courses were planned, all training in subject matter is given by the department of art, English, geography, mathematics, or science.

It is apparent to the investigators, however, that the techniques used in the foregoing studies are equally useful whether the training

course combines academic with professional training or whether each type of training is provided in separate courses. More specifically, the tables are useful in discovering the teachers' objectives. They are also useful in suggesting the learning and teaching procedures leading to the attainment of outcomes. The ratings for difficulty help to determine the learning problems implied in the pupils' classroom activities. The ratings for importance give assistance in defining the criteria for selecting specific methods of performing the teaching activities.

3. *Constructing an entire course.*—The methods involved in constructing a course are substantially the same as those utilized in constructing particular units of a course. The procedures differ in emphasizing scope of content rather than definiteness in selection of particular items.

In Chapter V are described the techniques utilized in developing a course for prospective high-school teachers in the direction of pupils' extra-curricular activities.[1] The instructor's first step in organizing the course was to write out as many methods of performing the activities of Division III as she could recall from her personal experience in directing extra-curricular activities in high schools. She then asked ten teachers of extra-curricular activities to supplement her list so as to make the activities as complete as possible. The activities were then classified.

The next step consisted in analyzing the subject matter from the textbooks. The chapter and paragraph headings in books dealing with extra-curricular activities were listed. The chapter and paragraph headings were classified logically so that the major divisions of the classification might form a tentative list of units for the course. As a further check on the completeness and adequacy of the unit topics, about thirty descriptions of courses on the direction of extra-curricular activities were obtained from teachers' college catalogues. The topics mentioned in the catalogue descriptions were compared with the topics used to organize the data obtained from the textbooks. By this means a few of the topics were improved.

The list of activities was then distributed among the subject topics as derived from the textbooks and catalogues. At this point the

[1] Prepared by Sara M. Webb, Georgia State Teachers College, Athens, Georgia.

instructor had before her a list of subject-matter topics together with the teacher activities that might be treated under each topic. In analyzing the material farther the instructor felt it advisable to find out which of the activities listed under each topic were most difficult to learn, and for this purpose the ratings for "difficulty of learning" as found in Table B were utilized. Thus a series of exercises was prepared. The problems involved in the exercises were secured in two ways: by drawing first upon the personal experience of the instructor, and second, upon the students' observations in local schools. The observations were also useful to students in anticipating problems that were likely to be met in performing the activities.

When the problems and activities had been determined for each topic, the textbooks, which had previously been examined to secure the topics, were again examined to secure the facts, principles, and methods used in performing the activities and in solving the problems. In carrying out this task both facts and principles were secured.

At this point the instructor had before her the topics of the course, the activities related to each course (with notations as to the difficulties involved in performing the activities), and the methods and principles that had to be mastered in order to perform the activities efficiently. To this material were added selected references pertaining to the activities, problems, and principles of each unit.

4. *Constructing courses in fundamental subjects.*—In suggesting the use of the tables for the construction of courses, some direct reference should be made to courses in fundamental subjects. The predominating course of this type in training schools generally would appear to be the course in educational psychology. For this reason among others the tables have been applied experimentally in various ways to the construction of courses in this subject. The procedures used may be presented dogmatically in the form of six steps. They are based on the assumption that the course in educational psychology consists of psychological principles applied to those problems of teaching that cannot be efficiently met until the applications of the principles are understood.

1. Prepare an inclusive bibliography on educational psychology without restricting the field in any way. The nucleus for such a bib-

liography may be obtained from a standard source book in the field, for example, Skinner, Gast, and Skinner, *Readings in Educational Psychology*. Refer the bibliography to specialists in the field and ask each to supply any significant omissions.

2. Prepare specifications and criteria needed to distinguish significant principles and direct a sufficient number of properly qualified assistants to select the significant principles stated in the texts mentioned in the bibliography. Direct that each principle be drawn off on a separate card to facilitate filing and subsequent classification. In cases of doubt—whether or not to regard a statement in the text as a significant principle—the assistant should be directed to include all the doubtful items for later evaluation by those in charge of the study.

3. When each title of the bibliography has been thus treated, refer the cards to a small committee of experts for classification. The primary purpose of the classification should be to set up the major headings that constitute a logical and comprehensive outline of the field as a whole. When such major headings have been agreed upon, the outline will be filled in by subheadings. The final classification of the material will then represent the major headings of the classification, subtopics of the classification, and the principles related to each subtopic.

4. The difficulty of learning the activities to be later performed by the teachers in training and their relative importance should be noted from the Tables and the decision should be reached as to the number of the activities that can be treated in the course in the time allowed.

5. At this point two procedures will be used, each as a check against the other. The first procedure consists in using the activities as a base against which the classified subject-matter items may be checked. The items that are useful to know in performing the activities may thus be designated. When this procedure has been carried through, the raw material for a course in educational psychology related to teaching activities will be identified by the items checked as pertinent to the activities. These can then be organized into teaching units with whatever additional material may be needed to make the items coherent and to give them the desired emphasis.

6. The alternative procedure consists in using the topical outline as a base and in checking the activities that require a knowledge of the given items of subject matter for their efficient performance. As a result of this procedure the instructor who prefers to use his subject-matter outline will then have at hand teacher activities to illustrate practical applications of the principles. For such an instructor the fifth step provides an excellent check.

It is clear from the foregoing outline that the systematic and thoroughgoing construction of a course in a fundamental subject is a task of considerable size which no individual instructor can successfully undertake without adequate clerical assistance and the co-operation of other specialists in the field. For this reason the exhibits presented in Chapter V and more completely in the "Official Record" with reference to material in educational psychology are intended to serve more than a merely illustrative purpose. The topical outline represents the co-operative effort of specialists and may well be used by others in constructing training courses until the same task has been carried through more intensively by persons equally competent to identify and organize the significant principles. Less exact procedures, such as those illustrated by the course dealing with extra-curricular activities, can be utilized in the fields of educational psychology and in other fundamental subjects by the individual instructor.

5. *To select activities for courses in observation and practice teaching.*—Courses in observation and practice teaching ordinarily differ from other training courses in that they consist for the most part of instruction in teaching activities as such. On this account the selection of content for the courses is very directly facilitated by the data supplied in the tables. The procedure would involve as the first step the selection of the activities performed by teachers of the types to be trained and as rated by teachers of the appropriate type—principals, supervisors, and college professors. All four of the criteria are significant. The number of activities to be selected for treatment in the course in observation and practice will be determined by the time to be devoted to the course, taking the activities in descending order of curriculum value. Such courses should acquaint the student with activities that he will have most frequent occasion to

perform. Hence the ratings for frequency are necessary. Furthermore, the courses should emphasize duties that are sufficiently difficult to learn to justify their being taught in the training school; hence, difficulty of learning must be considered. Importance is obviously necessary to prevent emphasis of duties that are undesirable. Finally, the fourth criterion (practicability of preservice training) is necessary in so far as the facilities of a given school may prevent certain duties from being correctly learned by observation and practice work under the conditions at hand.

6. *To select problems for courses in school and class management.*—It is assumed here that the content of courses bearing this title will consist in part of methods of performing the routine duties of management and in part of instruction needed to enable the student to solve typical problems in management. In selecting such content the tables should be consulted to determine the activities of Divisions II and III that are most significant in the teaching positions to be entered. The procedure in making a selection, based upon the amount of time to be devoted to the subject, involves noting the duties in these divisions for which the ratings by judges of the appropriate type are highest. A second step, which serves as a check against the first step, consists in eliminating the activities rated low in difficulty by teachers, supervisors, and principals alike. The resulting list of duties may then be organized into appropriate teaching units. The final organization will probably consist either of the classification of activities found in Divisions II and III or some other organization which the instructor finds more suitable.

7. *To suggest topics for theoretical courses such as theory and principles of education and philosophy of education.*—One common defect of training courses of this type is that the principles discussed are too remote from the teaching situations to which the prospective teachers will have occasion to apply them. The evaluations in the tables serve to remedy this defect by indicating the teaching activities concerning the *importance* of which the students disagree most widely with authorities. It would seem that a highly stimulating course in theory and principles of education should stress the points of theory which *explain* the importance of professional duties that *are* important. On this assumption the tables may be consulted to select

activities that differ most conspicuously as rated for importance by college instructors, principals, supervisors, and experienced teachers on the one hand, and by the students of the given course on the other. By a "conspicuous difference" is meant a difference of three or more deciles in the tabulated ratings for importance (Table C).

The students may be asked to select the 91 activities which they consider most important, then the 91 they consider least important. The activities so evaluated by the students may then be compared with the ratings of the same activities in the Summary Tables and the class reading and discussion may undertake to explain the discrepancies.

The reader's attention should be called to the possibility of constructing a course in principles in either one of two ways. The conventional method of organizing courses in principles of education is to present an organized body of principles drawn from the underlying and related fields of sociology, philosophy, biology, and the like without sufficient reference to actual teaching situations. An alternative method is to present significant situations and then select from the literature or elsewhere the principles that explain why the situations are significant. When the conventional method is adopted it is not surprising that students often fail to identify the abstract principles with the professional situations to which they should be applied. Instructors of courses in principles of education will be greatly helped in relating the principles to the situations if they will take the trouble to select from the activities of high curricular value those that appropriately illustrate the principles. Having identified the illustrative situations, the instructor may utilize them in either one of two ways. He may either start with the situations and emphasize the principles that best apply to them, or he may start with the principles in the text and use the situations as examples.

Had time permitted, the staff would have explored the possibilities of utilizing the differences in deciles as the basis for a course in principles of education organized around problems to which the principles apply. The plan proposed was to identify conflicts in judgment regarding importance which appear in Table C, to classify these in some appropriate form, and present the type conflicts which were thus secured as topics for exploration by the students. The

students' work upon the situation would naturally be directed by class discussion and by appropriate reading of selected literature in the theory of education.

8. *To suggest problems as content for courses in vocational guidance.*—Typical catalogues of teachers' colleges and normal schools indicate the absence of a type of course that presents specific advice to teachers regarding problems of adjustment to the profession. Yet teachers have many problems to face that belong to this category. They range all the way from problems in sizing up the attitudes of different supervisors toward their work to problems of a purely personal sort—such as how to invest money wisely or how to maintain desirable relationships with members of the school community. A list of activities shown by the ratings to be highly important for teachers in service indicates many problems of this nature, problems that are rarely met by professional curricula. A procedure for identifying such guidance material may consist in noting the activities concerning the importance of which the ratings by professors of education, supervisors, and principals, taken together, differ most significantly from the ratings by teachers. Such ratings for importance should be confined mainly to the activities that are highly frequent for teachers of the types to be trained. When from the most frequent duties are selected those concerning which the judges differ most in regard to importance, the latter will be found to indicate somewhat clearly the points on which the prospective teacher needs guidance. In regard to matters of community contacts, professional and personal advancement, and relationships with other members of the staff, the guidance should consist in pointing out the nature of the problems to be encountered and the methods of solving such problems as the instructor considers most critical for the student concerned.

9. *To define problems as content for courses in administration and supervision.*—In so far as courses for prospective administrators and supervisors involve relationships with teachers, the data supplied by the tables are directly pertinent. The lists of activities indicate, for example, many significant differences between the ratings by different groups on difficulty of learning. It is frequently found that certain teaching duties are considered by teachers to be easily

learned, whereas principals and supervisors regard them as difficult to learn. Such ratings usually imply the principals' dissatisfaction with the manner in which the duties are performed by the average teacher. Some duties are considered to be more difficult from the standpoint of the teacher, and other duties may be found of which the reverse is true. That is to say, some duties are considered easy by the principals and supervisors but are rated as very difficult by the teachers. In this case the duties are probably those which the principals do not fully understand, or duties of which the teacher has an exaggerated opinion. By noting such differences the instructor of courses in administration and supervision obtains much help in defining particular attitudes and opinions held by teachers which the principal and supervisor must be prepared to meet.

10. *Summary.*—In discussing the uses mentioned in the foregoing paragraphs there has been implied a general use for the materials that applies to any training course and that has certain important values for both student and instructor. This use consists in distributing the check-list to each student in the course or department at the outset and asking each student to rate the activities with respect both to the difficulty of learning them and to their relative importance. Where time permits, the returns may be tabulated and summarized for the group as a whole. The summary is of value to the instructor in at least two ways. One value consists in knowing which activities the group as a whole considers most difficult to learn. This knowledge is useful in reaching decisions as to the amount of emphasis the activities should receive. In general, when students agree that certain teaching duties are difficult to learn, and when the instructor himself considers the duties easy to learn, there is reason to suppose that methods of instruction may be modified so as to remove some of the difficulties. When used to evaluate the course in this way it is obviously necessary for the students to check the list toward the close of the course in order that the ratings may reflect such difficulties in learning as are due rather to the methods of instruction employed than to any difficulty inherent in the activities themselves.

Another value of the preliminary rating for importance consists in the fact that the instructor has a basis upon which to determine

the amount of explanation needed to bring the students' judgment into reasonable conformity with the judgments of authorities as found in the Summary Tables. That is to say, if a significant proportion of the students should give a low-importance rating to such an activity as "Diagnosing individual differences among ninth-grade pupils," this fact would clearly indicate the need for explanation of matters that are too commonly taken for granted in introductory courses.

It is also highly desirable for the instructor himself to rate the activities in respect to his students' difficulty of learning and with respect to their relative importance for teachers in service at the grade levels for which his students are being trained. The instructor's ratings for difficulty of learning can be helpfully compared with his students' ratings at the end of the course, as has already been noted. Marked discrepancies between the ratings by instructor and students for difficulty of learning will often suggest desirable changes in the methods of teaching the duties and the subject matter related to each.

The instructor's own ratings for importance are also helpful in suggesting those phases of the teachers' work regarding the importance of which the instructor may be considerably out of line with the consensus of judgment by teachers in service and by other authorities. When, by comparing his own importance ratings with the ratings shown in the tables, the instructor discovers disagreements, he may profitably undertake to explain them. It may be that his own point of view is more nearly in accord with the facts than the point of view which the ratings represent. On the other hand, it may be that the instructor's lack of contact with the actual work of the classroom has resulted in certain "blind spots" which need only to be identified to be removed. The experience of comparing his own ratings with the ratings shown in the tables is highly salutary for any instructor in that it either serves to assure him that he can distinguish correctly between important and unimportant duties, or it serves to identify the duties regarding which his judgments are peculiar. In the latter case the content and method of the training course are likely to be improved by careful attention to the peculiarities.

In concluding this introductory chapter the reader should be reminded that its purpose has been to illustrate and summarize. The chapters to follow also describe uses of the evaluated activities which deserve much further study but which have been explored as far as time and facilities permitted. The reader should not suppose that the descriptions of techniques found in this introductory chapter furnish adequate direction for constructing a teacher-training curriculum. The following chapters provide a more adequate, though not by any means a complete, basis, and should supply sufficient direction to enable committees of teachers to secure some important results. Yet even the full report does not contain the specific description of our techniques that may be of interest to other investigators who undertake fundamental analyses of professional needs along somewhat similar lines. For the convenience of such interested investigators somewhat more specific material will be found in the "Official Record" described in the Preface and referred to in frequent footnotes.

The investigation has been limited in its scope by time and funds. It has presented a picture of the evaluated activities of certain types of teachers which it is hoped will be of use to instructors in teacher-training institutions in the selection of material for professional courses. The study, however, is incomplete in that it has not determined the particular types of courses needed by particular types of teachers. Yet the evaluated activities and traits of teachers should materially advance the solution of these and similar problems as investigated by others. Chapter VI contains a number of suggestions regarding problems urgently in need of further investigation.

CHAPTER II

THE TRAITS OF TEACHERS

That traits of character and personality are important in teaching has always been recognized, but systematic procedures for incorporating character traits with other curriculum elements have not been adequately developed. Discussion of the problem and empirical methods of solving it may be found in occasional lectures, in casual emphasis of certain traits when advising individual students, and in professional literature of an inspirational sort which discusses the importance of certain major traits and gives occasional examples of methods whereby particular traits have been developed in prospective teachers and teachers in service. But nowhere to the best of our knowledge has a technique for the identification of character traits been clearly defined with reference to teachers in training.[1]

Increasingly within the last two decades traits have been included in materials used in the selection of teachers and in the evaluation of teaching. Ordinarily in the form of rating scales or checklists bearing descriptions of specific traits, a wide variety of qualities of teachers have been listed by administrators, college employment officers, teachers' agencies, and other supervisory groups.[2]

But in the use of traits for local supervisory purposes, there has been no agreement, and little effort to secure agreement, upon the conspicuous traits or qualities of successful or unsuccessful teachers in general. The cause for this very probably lies in the fact that no objective techniques have been evolved to determine the essential traits. Each person or committee responsible for the selection of a list for some practical purpose has proceeded either to prepare his own list or to accept one prepared by others according to highly subjective criteria. In the present study, therefore, an attempt was made to devise techniques whereby essential traits may be defined more objectively.

[1] See O.R., II–1, for a list of references on methods of defining and teaching traits.

[2] See O.R., II–2, for list of trait names obtained from all sources.

SECTION I

COLLECTION

Methods of defining traits.—It is obvious enough that any determination of personal traits is at present dependent upon judgment. There is no other available means of identifying the personal qualities that make for success or failure in teaching. Such judgments are secured by two methods: first, by analysis of the literature wherein the writer's judgments are expressed; and second, by oral interviews with expert judges.

The method of oral interview has been adopted in the present study for three reasons. In the first place, the interview gives access to opinions that have already been printed in books of which the authors are still alive. The interview method thus provides much of the data to be obtained by analyzing the literature. A second reason is that the interview is the only method of obtaining judgments that have not yet been printed in books. And finally, it is possible to secure a much more definite and detailed description of the traits by the interview, which permits the asking of questions.[1] This last consideration is important, since only by asking a large number of specific questions can the interviewer be sure that he has clearly understood and accurately recorded the judge's definition of a given trait. Since the judgments are entirely subjective, it is essential that the terms used in defining a trait be made explicit by synonyms and concrete examples. When a writer does not pause to define his trait, the reader may be in doubt as to the meaning; and if so, he has no recourse. In the interview, however, the trained interviewer can discuss each statement and reach a more exact definition of the terms used.[2]

Selection of groups to identify essential traits.—Persons qualified to designate the significant traits of teachers may be found in a number of groups, namely, parents, teachers, children, supervisors, superintendents, professors of education, and others having frequent contacts with teachers as such. Any person selected from such groups must, of course, be capable of clearly distinguishing successful

[1] See O.R., II–3, for complete list of interview questions.

[2] Cf. W. W. Charters, "The Collection of Unrecorded Specifics," *Journal of Educational Research*, V (April, 1922), 280–94.

from unsuccessful teachers and good from poor teaching. He must also have a mature judgment and the ability to convey precise meanings. For the selection of people notably adequate in this respect, no formal technique is available. It is assumed, however, that the available groups are listed, that each group is adequately sampled, and that the persons chosen to represent each group are known to possess the necessary qualifications.

In the study as carried out, the persons to be interviewed were selected as shown in Table III, with reference to the four types of teacher indicated. That is to say, seven school administrators were

TABLE III

TYPES OF PERSONS INTERVIEWED

OCCUPATION	TYPES OF TEACHERS				
	Senior High School	Junior High School	Intermediate	Kindergarten Primary	All Types
Pupils	5	5	.....	.....	10
School administrators	7	11	11	12	41
Teachers of the respective grades	4	9	5	9	27
Parents	6	2	5	1	14
Professors of education	7	2	2	1	12
Teachers' agencies	3	.....	.....	.....	3
Total	30	22	23	22	97

interviewed for the traits of senior high school teachers, eleven for the junior high school teachers, eleven for intermediate teachers, twelve for primary teachers; and similarly for judges of the other types noted.[1]

The number of administrators is disproportionally large. The number is explained by the fact that experienced administrators who are regularly engaged in evaluating the work of teachers were found by comparison to mention all the traits suggested by the other groups combined. To say that administrators are best qualified to *mention* important traits is not to say, however, that administrators alone are competent to *evaluate* them. Administrators and parents, for instance, do not completely agree in their judgments regarding the traits of most importance in teachers.

[1] See O.R., II–4, for a list and description of persons interviewed.

Pupils below the high school were not interviewed because an exploratory study showed that they were not sufficiently able to distinguish teachers' traits. Professors of education were selected for interview somewhat casually; they were not included in the original plans. Teachers' agencies were discontinued after the group had been sampled, because they added nothing new.[1]

In geographical range the persons interviewed represented twenty-one states. The group used to evaluate the traits of senior high school teachers came from one state; those for the traits of junior high school teachers came from fourteen. Sexes were about equally represented, except for the persons interviewed regarding the traits of primary teachers, most of whom were women. The communities represented included the following types: native American, predominantly foreign, agricultural, industrial, large cities, large towns, villages, and the open country. Because the influence of such factors upon the judgments was not known, each factor was carefully represented.

The ninety-seven interviews conducted to prepare the list of traits is a considerably larger number than is necessary. Previous experience in collecting the traits that are significant in a given occupation has shown that new traits are seldom mentioned after the sixteenth interview. The interviews were continued in the present study, however, in order that each group of judges might be adequately sampled and in order to cover the different types of teaching position that might be expected to require a different selection or a different emphasis of traits.

Technique of interviewing.—Due care was taken in preparing a list of questions to be asked during the interview, and a different set of questions was prepared for each of the groups. As an illustration, the following questions concerning the traits of high-school teachers were prepared for the administrative group.

1. What are the important qualities that a high-school teacher should possess? How are they shown?

2. (*a*) Think of the best teacher among all the high-school teachers you have ever known. Why is he or she the best teacher? (*b*) Did he (or she) have any bad qualities? What were they?

[1] See O.R., II–5, for a sample distribution of traits mentioned in successive interviews.

3. (*a*) Think of the poorest teacher whom you have known among your co-workers. Why was he or she so poor? (*b*) Did he (or she) have any good qualities?

4. Can you mention any traits that successful teachers need in high school more than in grade school work?

5. In respect to what personal traits do successful women teachers differ from successful men teachers?

Since the details of the technique used in the interview have been described elsewhere,[1] it is necessary here only to emphasize the fact that the interviewer sought particularly to draw out trait actions by the use of such questions as, "Why?" "How did he show the traits?" "What did he *do* to show this trait?" "What else did he do?" and the like. This was necessary because of the method used in translating the traits.

When the interviews were completed and the materials compiled in preparation for the next step, the result appeared as a list of trait names used by the persons interviewed and a list of several hundred trait actions, such as "knows how to meet people," "endeavors to correct his faults," "keeps his records accurately," "does not shift responsibility," "helps willingly when asked to do so," and so on. It then became the task of the translators, by consensus, to determine the traits expressed by the trait actions. The method of carrying out this process is described as translation.

The list of the trait actions obtained by the interviews and classified according to the list of traits as finally developed is to be found in Part II, pages 223–244.

SECTION 2

TRANSLATION

The process of translating the data obtained from the interviews consisted of three subordinate steps, namely, securing standard dictionary definitions of the traits mentioned in the interviews, translating by consensus, and determining the number of translators necessary for adequate reliability.

Definitions.—The standard definition of each trait was prepared by consulting four dictionaries: New Standard, Webster's Inter-

[1] Charters and Whitley, *An Analysis of Secretarial Duties and Traits* (Wilkins and Wilkins, Baltimore, Maryland).

national, Oxford, and Century. A definition was obtained from each dictionary. Where the definition for the abstract noun was not given, the definition for the corresponding adjective was obtained, and the noun was then defined as the "quality characterized by (insert definition for adjective)," or by a similar statement. Duplicate phrases in the four definitions were combined. Phrases were deleted that did not have reference to the quality. Where complicated meanings occurred, phrases common to three dictionaries were selected, and the complicated phrases were omitted. The resulting phrases and sentences constituted the most universally accepted definition for each trait, and the definitions thus prepared furnished the basis for translating the interviews. When the list of traits with their definitions and the list of trait actions secured from interviews had been prepared, they were referred to several persons for translation.

The following list of the traits, together with their definitions, is included for use by other investigators who may wish to use it in studying the traits of teachers in a given locality.

DEFINITION OF TRAITS

1. *Accuracy:* The state or quality of being accurate; freedom from mistakes when this exemption arises from carefulness; conformity to a rule or model; precision; exactness; correctness; carefulness.
2. *Adaptability:* The ability to make suitable, to fit, to adjust; the capacity for responding to change in external conditions by advantageous modification of structure or conduct.
3. *Alertness:* The state or quality of being keenly watchful; on the lookout; ready to act on short notice; quickness in observing and acting; briskness; activity; nimbleness.
4. *Ambition:* An eager desire or steadfast purpose to achieve something commendable or that which is right in itself; the ardent desire to rise to high position or to attain rank, influence, distinction, or other preferment, as an ambition to improve.
5. *Animation:* The state of being lively, brisk, full of spirit and vigor; vivacity; spiritedness.
6. *Appreciativeness:* The quality of recognizing or feeling the value or worth of.
7. *Approachability:* The quality or state of being easy of access, approachable; affability.
8. *Attractive personal appearance:* Pleasing outward look or aspect; pleasing mien; attractive build, carriage, and figure; as, a man of attractive appearance.

9. *Breadth of interest:* Wide or broad display or liberality on matters which concern or interest one.
10. *Calmness:* The state or quality of being calm, free from mental agitation or passion; tranquillity; quietness; serenity; mildness; unruffled state of the mind, passions, or temper.
11. *Carefulness:* The quality marked by the performance of activities with attention and concern; attentiveness; precision; caution; pains, vigilance when guarding against evil and providing for safety.
12. *Cheerfulness:* A state of moderate joy or gaiety; good spirits; possession or expression of a tranquil happiness.
13. *Cleanliness:* The state or character of being cleanly; freedom from dirt, filth, or any foul matter; the habit of keeping clean, or the disposition to do so; neatness, of person or dress.
14. *Considerateness:* Thoughtful regard for another's circumstances or feelings.
15. *Consistency:* Agreement or harmony of the elements of a person's life or conduct (e.g., of his profession and practice, of his statements at one time and at another); constant adherence to the same principles of thought and action.
16. *Conventionality:* Adherence to social formalities or usages; that which is established by conventional use.
17. *Co-operation:* The act of working together to one end, or of combining for a certain purpose; joint operation or endeavor; concurrent effort or labor.
18. *Courage:* That quality of mind which meets danger or opposition with intrepedity, calmness; firmness; mettle, bravery. Courage may be moral or physical; moral courage is that quality which makes one to pursue a course deemed right, through which one may incur contempt, disapproval, or approbrium; physical courage depends upon bodily strength and intrepidity.
19. *Courtesy:* Politeness; courtliness; graciousness; civility.
20. *Decisiveness:* The state characterized by decision, promptness, determination; the quality of being firm in one's practical judgments or in one's actions; the disposition to prompt and steadfast action; quickness and vigor of resolution; as, he acts with decision.
21. *Definiteness:* The quality of having an exact signification or positive meaning; the quality of being clear, precise, determinate, unqualified.
22. *Dependability:* The quality of being worthy of being depended upon; trustworthiness; reliability.
23. *Dignity:* Grave or noble bearing; impressiveness of character or manner; repose and serenity of demeanor.
24. *Discretion:* The ability to discern or distinguish what is right, fitting, or advisable; especially as regards one's own conduct or action; the quality of being discreet; discernment; prudence; sagacity; circumspection.

25. *Dispatch:* The prompt performance and completion of work; expedition; speed; quick transaction, as of business; speedy execution; for example, "He concluded the negotiations with dispatch."
26. *Enthusiasm:* Strong excitement or feeling on behalf of a cause or a subject; ardent and imaginative zeal or interest; fervor. As, "He engaged in his profession with enthusiasm."
27. *Fairness:* The state or quality of showing no partiality, prejudice, or favoritism; state or quality of being upright, honest, equitable.
28. *Firmness:* The state or quality of being not easily moved, shaken, excited, disturbed; state of being constant, stable; unchanging in purpose.
29. *Fluency:* The quality of being fluent, or of ready and easy flow of words or ideas, especially, readiness and ease of speech or expression.
30. *Forcefulness:* The power to persuade, or convince, or impose obligation; state of being full of force; of being powerful, strong, vigorous.
31. *Foresight:* The act or capacity of foreseeing; foreknowledge; thoughtful care regarding the future; provision against harm or need; prudence, precaution.
32. *Frankness:* The quality of being open and candid in manner and disposition, using no disguise; disposition or character which impels a person to deal with others openly or without reserve.
33. *Good judgment:* The power of recognizing the true or just relations between ideas; the power of judging wisely and justly; correct, sound, or acute intellectual perception; understanding; good sense; discernment; discretion.
34. *Good taste:* Style or form with respect to what is appropriate or pleasing, or in accordance with the rule of propriety, etiquette, etc.; as "She dresses with good taste." The power of discerning and appreciating beauty, order, congruity, proportion, symmetry, or whatever constitutes excellence.
35. *Health:* State of being hale, sound, or whole, in body, mind, or soul; well-being especially, state of being free from physical disease or pain.
36. *Helpfulness:* The quality or state of affording aid or assistance, of being beneficial, useful.
37. *Honesty:* Fairness and straightforwardness of conduct, speech, etc.; probity; integrity; sincerity, truthfulness; freedom from fraud or guile.
38. *Imaginativeness:* The quality characterized by frequent exercise of the imagination; forming notions, ideas, or mental images; representing or picturing objects to one's self which are not in immediate experience; conceiving or devising objects, events, or projects.
39. *Independence:* Freedom from dependence upon others for guidance, government, or financial support; a spirit of self-reliance or of freedom from subordination to others.
40. *Industry:* The quality or habit of attention or devotion to any useful or productive pursuit, work, or task, manual or mental; earnest, steady, or constant application to business.

41. *Initiative:* The power of initiating; the ability to originate or start; the aptitude to develop or undertake new enterprises.
42. *Insight:* The power or faculty of immediate or acute perception or understanding; intellectual discernment; penetration; intuition.
43. *Inspiration:* The act or power of exercising an elevating or stimulating influence upon the intellect or emotions; the influence that quickens or stimulates.
44. *Intellectual curiosity:* The state characterized by an eager desire to get knowledge of, or a wish to engage the mind with, anything novel, odd, strange, or mysterious; a feeling of interest leading one to inquire about anything.
45. *Intelligence:* A quality or trait of understanding or apprehending; mental acuteness; sagacity.
46. *Interest (community):* The feeling that something (the object of the feeling) concerns one; a feeling of the importance of something with reference to one's self; a feeling of personal concernment in an object, such as to fix the attention upon it; appreciative or sympathetic regard; as, to feel an interest in.
47. *Interest (profession)*: Same as foregoing.
48. *Interest (pupil)*: Same as foregoing.
49. *Kindliness:* The quality or habit of having a friendly, benevolent disposition; kind-heartedness; good-naturedness.
50. *Leadership:* The state of being a guide, conductor, chief, commander, captain; state of going before to guide or show the way; state of preceding or directing in some action, opinion, or movement.
51. *Loyalty:* The quality or state of being loyal; hearty service in friendship or love, to a cause, or duty; devoted allegiance to an organization or a superior.
52. *Magnetism:* The sympathetic personal quality that attracts or interests; attractiveness; power to gain the affections.
53. *Modesty:* That temper which accompanies a moderate estimate of one's own worth and importance; absence of self-assertion, arrogance, or presumption; proper reserve respecting one's own merit or ability.
54. *Morality:* The character of being moral; accord with the rules of right conduct; moral quality; virtuousness.
55. *Neatness:* The state or quality characterized by strict order, cleanliness, nicety; freedom from dirt; quality of being inclined to cleanliness or tidiness.
56. *Open-mindedness:* A state of freedom from prejudiced opinions; the state of being amenable to reason; accessibility to new ideas or new tenets; freedom from prejudices; liberality.
57. *Optimism:* The disposition to hope for the best or to look on the bright side of things; general tendency to take a favorable view of circumstances or prospects.

58. *Originality:* The exhibition of original thought and action; the character of independently exercising one's own faculties; the power of originating new or fresh ideas or methods.
59. *Patience:* The exercise of unfaltering endurance and perseverance in any work or activity or in pursuit of a desired end; forbearance or painstaking care toward others, or toward their infirmities, faults, etc; ability to await events without perturbation or discontent.
60. *Perseverance:* The act, quality, or habit of persevering; steadfast pursuit or prosecution of a resolution, business, or course marked out; persistance in purpose and effort; assiduous endeavor.
61. *Pleasantness:* The quality of having pleasing manners, demeanor, or aspect; agreeableness; cheerfulness; the state of being good-humored.
62. *Poise:* The bearing or carriage of the body or head; carriage; state of being balanced by equal weight or power; equipoise; balance, equilibrium; stability.
63. *Progressiveness:* The quality or state characterized by making, or tending to make, improvement; advancement; disposition to encourage progress.
64. *Punctuality:* The state or character of being punctual; adherence to the exact time of meeting one's obligations or performing one's duties; especially the fact or habit of promptness in attendance or in fulfilling appointments.
65. *Purposefulness:* The quality of having a definite purpose or end to be accomplished; the state of having determination, settled resoluteness.
66. *Refinement:* The state of being free from what is coarse, rude, inelegant, debasing, or the like; purity of taste, mind, etc.; elegance of manners or language; culture.
67. *Reserve:* Self-restraint, closeness or caution in one's words and bearing toward others; self-control in the expression of one's thoughts, feelings, plans, etc.; lack of effusiveness, or, sometimes, of cordiality; avoidance of too great familiarity.
68. *Resourcefulness:* The quality of being skilled in methods of efficiency; fertility in resources and expedients.
69. *Scholarship:* The sum of the mental attainments of a scholar; scholarly character or qualities; learning; erudition.
70. *Self-confidence:* Confidence in one's own ability or judgment; reliance on one's own observation, opinions, or powers, without other aid.
71. *Self-control:* The act, power, or habit of having one's faculties or energies, especially the inclinations and emotions, under control; self-command.
72. *Sense of humor:* The capacity for perceiving what is ludicrous or amusing; or of expressing it in speech, writing, or other composition; jocose imagination.
73. *Simplicity:* The quality of being artless in mind or conduct; unaffectedness; sincerity; absence of pretension, duplicity, or artificiality; plainness, naturalness.

74. *Sobriety:* The state or character of being sober; moderation of temper, mind, or conduct; reasonableness; sedateness; gravity; seriousness; moderateness in the use of intoxicants; temperance.
75. *Sociability:* The state of being inclined to, or adapted for, society; fondness of companions; companionableness; willingness to converse.
76. *Spontaneity:* Quality or state of acting or proceeding from native feeling, proneness, or temperament, without constraint or external force; as, "the spontaneity of his smile."
77. *Sympathy:* The quality or state of being affected with feelings correspondent in kind or correlative with those of another person; fellow-feeling; specifically, a feeling of compassion for another's sufferings or evils; pity; commiseration; an agreement of affections, tastes, or inclinations, or a conformity of natural temperament, which makes persons agreeable to one another; harmony; accord.
78. *Tact:* A quick or intuitive appreciation of what is fit, proper, right; fine or ready mental discernment shown in saying or doing the proper thing, or especially in avoiding what would offend or disturb; skill or facility in dealing with men or emergencies; adroitness; address; cleverness.
79. *Thoroughness:* The quality or condition marked by careful attention throughout, leaving nothing undone; not superficial; searching; hence, completeness.
80. *Thrift:* Economical management; good husbandry; frugality; "they had been trained in thrift and economy."
81. *Unselfishness:* The characteristic or state of being unselfish; generosity; thoughtfulness of others. Regard for others' interests, gratifications, advantages, or the like.
82. *Voice (pleasing):* The sound produced by the vocal organs; also the quality or character of such sound, as, a pleasant voice, a manly voice.
83. *Wittiness:* The quality of being smartly or cleverly facetious; ready with striking, novel, clever, shrewd, or amusing sayings, or with sharp repartee; brilliant, sparkling, and original in expressing amusing notions or ideas (hence sometimes sarcastic); the quality of being ingenious or clever.

Technique of translation.—Each translator was asked to familiarize himself with the definitions and to note any which he did not consider acceptable. In case of disagreement between the dictionary and the translator, the latter was expected to accept the standard definition, with certain approved interpretations.

The translator was then asked to read the trait actions in turn and to classify each one under the traits which he believed to be clearly exemplified or expressed by the trait action under consideration. Certain trait actions might be translated into more than one trait.

For instance, "knows how to meet people" might be translated as a trait action of the traits "adaptability" and "approachability." These traits, indicated by number, would then be written after the trait actions by the translator. When the translator believed that the trait action clearly exemplified traits other than those on the list, he was asked to add the new trait names to the list. Then, when the material was returned to the staff, the definitions for the new trait names suggested by the translators were prepared in the same way as the other definitions had been. Thereupon the list of the new traits with the definitions and the list of trait actions were reread, and if any of the new traits were exemplified they were indicated by their appropriate number after the trait actions involved.[1]

Results of translation.—When the material was returned by the translators after the second reading it was possible to obtain by consensus a translation of each trait action. For example, trait action 1 may be thought to exemplify trait 24 by two out of five translators; to exemplify trait 3, by four out of five translators; trait 39, by one out of five translators; trait 46, by five out of five; and trait 52, by three out of five translators. The traits which were indicated by the majority of the translators (in this case three out of five) were then selected as the consensus translation of the trait actions. In this example traits 31, 46, and 52 constitute the consensus translation of trait action No. 1. If a trait action did not exemplify any trait clearly enough to secure the vote of a majority of the judges, it was discarded as being somewhat too general in meaning for our purposes. By these means 77 traits for high-school teachers were obtained. By the use of similar methods 75 traits were obtained for junior high school teachers, 80 for intermediate teachers, and 80 for primary teachers.

Reliability of translation.—The following modification of the Spearman prophecy formula was used to determine the number of translators necessary to secure reliability of judgment and to represent adequately the judgments of an infinite number of persons:

$$r_{ai}=\frac{\sqrt{ar}}{1+(a-1)r_{11}}.$$

[1] See O.R., II–6, for list of additional definitions.

In this formula, r_{ai} signifies the correlation between the judgments of a persons and the judgments of an infinite number; a signifies the number of judges used; r1I, the coefficient of correlation between the number of times each trait was indicated by one judge and the number of times each trait was indicated by another judge. For the high-school teachers' traits r1I thus ranged from .423 to .822. The mean was .734. Using these values in the prophecy formula, the predicted coefficient of correlation between the results obtained by four translators and the results that would be obtained by an infinite number is $.958 \pm .005$. With five translators the correlation is $.966 \pm .005$. It was decided that five translators would be ample for our purposes.

Table IV presents the traits discovered in each list and the number of trait actions allocated to each trait for each type of teacher. The table is read as follows: One trait action was translated as exemplifying accuracy in the senior high school teachers' list, twelve in the junior high school list, six in the intermediate teachers' list, and ten in the list of primary teachers; the trait of approachability was not secured by translation from any of the trait actions in the intermediate list; and so on.

The number of trait actions subsumed under each trait is not an indication of the importance of the trait. It is more likely that the traits expressed by many trait actions are either general traits that accordingly are less distinctive of good teachers than the more specific traits, or are definite traits having many discrete forms of expression.

SECTION 3

TELESCOPING

Because many traits in the foregoing list were nearly synonymous and because such a large number is unwieldy for instructional use, it was necessary to reduce the number by combining the traits most similar in meaning. This process is known as telescoping. The list of 83 traits was accordingly telescoped by grouping the items in families. Because it was known that 25 traits could be used to advantage in teacher-training institutions, the number of families was arbitrarily fixed at 25.

Technique of telescoping.—To carry out this purpose the list of

TABLE IV

NUMBER OF TRAIT ACTIONS RELATED TO EACH TRAIT BY TRANSLATION

TRAITS	NUMBER OF TRAIT ACTIONS			
	Senior High School	Junior High School	Intermediate	Kindergarten-Primary
1. Accuracy	1	12	6	10
2. Adaptability	17	17	7	23
3. Alertness	4	17	13	6
4. Ambition	3	4	6	8
5. Animation	1	12	4	5
6. Appreciativeness	3	3	11	14
7. Approachability	4	5	.....	1
8. Attractive personal appearance	.....	18	18	37
9. Breadth of interest	5	37	9	34
10. Calmness	.....	.....	10	30
11. Carefulness	5	17	9	6
12. Cheerfulness	9	12	2	11
13. Cleanliness	4	6	6	20
14. Considerateness	20	8	21	27
15. Consistency	6	9	9	1
16. Conventionality	22	2	3	2
17. Co-operation	41	56	46	47
18. Courage	1	1	.....	.....
19. Courtesy	21	10	17	30
20. Decisiveness	8	9	4	10
21. Definiteness	15	8	10	10
22. Dependability	16	5	10	8
23. Dignity	8	14	.....	8
24. Discretion	25	10	11	4
25. Dispatch	8	6	5	2
26. Enthusiasm	4	12	6	4
27. Fairness	29	46	30	35
28. Firmness	19	20	11	13
29. Fluency	5	6	.....	10
30. Forcefulness	14	5	10	3
31. Foresight	4	17	8	17
32. Frankness	7	17	5	17
33. Good judgment	61	4	18	7
34. Good taste	23	24	10	45
35. Health	5	12	10	18
36. Helpfulness	39	62	75	94
37. Honesty	13	33	19	28
38. Imaginativeness	.....	2	.....	.....
39. Independence	6	16	5	.....
40. Industry	15	33	20	33
41. Initiative	8	11	5	13
42. Insight	14	30	25	15
43. Inspiration	12	20	28	11
44. Intellectual curiosity	.....	.....	3	.....
45. Intelligence	10	20	9	10
46. Interest (community)	14	28	.....	17
47. Interest (professional)	8	71	29	51
48. Interest (pupil)	43	131	71	98
49. Kindliness	6	3	5	22

TABLE IV—*Continued*

Traits	Number of Trait Actions			
	Senior High School	Junior High School	Intermediate	Kindergarten-Primary
50. Leadership	12	25	9	8
51. Loyalty	5	24	5	8
52. Magnetism	4	14	3	7
53. Modesty	8	17	12	20
54. Morality	9	2	2	3
55. Neatness	9	20	21	41
56. Open-mindedness	18	24	13	27
57. Optimism	4	7	1	2
58. Originality	3	6	3	18
59. Patience	3	5	4	20
60. Perseverance	3	3	4	13
61. Pleasantness	24	13	13	20
62. Poise	5	14	1	20
63. Progressiveness	7	18	11	21
64. Punctuality	8	29	13	16
65. Purposefulness	3	5	1	2
66. Refinement	3	10	6	5
67. Reserve	6	12	4	17
68. Resourcefulness	10	10	21	15
69. Scholarship	1	12	11	9
70. Self-confidence	5	9	5	5
71. Self-control	11	33	24	37
72. Sense of humor	3	27	4	12
73. Simplicity	.....	.....	1	1
74. Sobriety	2	2	.....	.....
75. Sociability	25	72	31	54
76. Spontaneity	4	4	.....	.....
77. Sympathy	5	32	8	43
78. Tact	18	41	23	29
79. Thoroughness	23	25	13	12
80. Thrift	1	2	2	4
81. Unselfishness	13	17	8	24
82. Voice (pleasing)	3	18	13	19
83. Wittiness	.....	.....	4	.....

traits with their definitions and illustrative trait actions previously determined by consensus was assigned to a specially recruited staff. Each person was asked to study the definitions and the trait actions and then to group together the traits considered most nearly synonymous. The staff was directed to continue this process until the traits were combined into about 25 groups.

When the directions had been followed, a list of the traits was prepared to show the number of persons by whom a given trait was grouped with each of the other traits. The traits were listed in the order determined by the number of persons by whom each trait was

related to other traits.[1] A point on the list was arbitrarily selected so that approximately 25 groups would result. For example, it was found that with fifteen persons telescoping, if the agreement of seven persons was considered enough to place two traits together, the traits would be reduced to 26. This means that if trait A is placed with trait B by seven persons or more and trait B is placed with trait C by seven persons or more, then traits A, B, C are placed together as a group. The number of persons necessary to decide a grouping is purely arbitrary, depending on the number of groups desired. In the case of fifteen persons the standard error is so slight that a difference of one is not significant.

The predicted coefficient of correlation between the results obtained by using fifteen persons to do the telescoping and an infinite number was $.957 \pm .012$. The predicted coefficient of correlation for ten persons was $.926 \pm .023$. Thus for practical purposes from ten to fifteen persons are adequate.

When the list had been telescoped into approximately twenty-five families it became necessary as a practical measure to select one trait to represent each family. Accordingly the telescopers were asked to study the definitions of the traits in each group and to select the traits which served best to represent each group. This trait might be either one already appearing in the group or a new one.

When the directions had been followed a list of all of the family names suggested was prepared, with definitions for the new traits. The list was then resubmitted to the staff for a consensus vote on the best name for each group, and the name receiving the most votes was selected. The coefficient of correlation between two groups of ten persons each was $.878 \pm .039$. This would indicate a predicted correlation of $.937 \pm .176$ between the returns from ten persons and the returns from an infinite number.

The weakest step in the technique is in obtaining the key-names. Ten persons gave 88 per cent as many names as twenty persons. It is probable that an infinite number of persons would give 30 per cent more names upon which to vote. However, the predicted change in the names adopted would be less than 13 per cent.

[1] See O.R., II–7, for a summary of the telescopings by all judges.

Results of telescoping.—When the traits for all four groups had been reduced in this manner, the following lists resulted:

TRAITS OF SENIOR HIGH SCHOOL TEACHERS

1. Adaptability
2. Appreciativeness
3. Attractive personal appearance (cleanliness, neatness)
4. Breadth of interest (interest in pupils, interest in community, interest in profession)
5. Considerateness (courtesy, kindliness, refinement, sympathy, tact, unselfishness)
6. Co-operation (helpfulness, loyalty)
7. Definiteness
8. Dependability (consistency)
9. Diligence (industry, patience, perseverance)
10. Enthusiasm (alertness, animation, inspiration)
11. Exactness (accuracy, carefulness, thoroughness)
12. Fluency
13. Forcefulness (courage, decisiveness, firmness, purposefulness)
14. Good judgment (discretion, foresight, insight, intelligence)
15. Good taste
16. Health
17. Honesty (fairness, frankness)
18. Leadership (independence, initiative, originality, resourcefulness, self-confidence)
19. Magnetism (approachability, cheerfulness, optimism, pleasantness, pleasing voice, sense of humor, sociability)
20. Open-mindedness
21. Progressiveness (ambition)
22. Promptness (punctuality, dispatch)
23. Propriety (conventionality, morality)
24. Scholarship
25. Self-possession (dignity, modesty, poise, self-control, sobriety, reserve)
26. Thrift

TRAITS OF JUNIOR HIGH SCHOOL TEACHERS

1. Adaptability
2. Appreciativeness
3. Attractiveness—personal appearance (cleanliness, neatness)
4. Breadth of interest (interest in pupils, interest in community, interest in profession)
5. Considerateness (courtesy, kindliness, refinement, sympathy, tact, unselfishness)
6. Conventionality (morality)

7. Co-operation (helpfulness, loyalty)
8. Definiteness
9. Dependability (consistency)
10. Enthusiasm (alertness, animation, spontaneity)
11. Exactness (accuracy, carefulness, thoroughness)
12. Fluency
13. Forcefulness (courage, decisiveness, firmness, purposefulness)
14. Good judgment (discretion, foresight, good taste, insight, intelligence)
15. Health
16. Honesty (fairness, frankness)
17. Imaginativeness
18. Industry (patience, perseverance)
19. Leadership (independence, initiative, originality, resourcefulness, self-confidence)
20. Magnetism (approachability, cheerfulness, inspiration, optimism, pleasantness, pleasing voice, sense of humor, sociability)
21. Open-mindedness
22. Progressiveness (ambition)
23. Promptness (punctuality, dispatch)
24. Scholarship
25. Self-possession (dignity, modesty, poise, reserve, self-control, sobriety)
26. Thrift

TRAITS OF INTERMEDIATE GRADE TEACHERS

1. Adaptability
2. Appreciativeness
3. Attractive personal appearance (cleanliness, neatness)
4. Breadth of interest (interest in pupils, interest in profession)
5. Considerateness (courtesy, kindliness, refinement, sympathy, tact, unselfishness)
6. Co-operation (helpfulness, loyalty)
7. Definiteness
8. Dependability (consistency)
9. Diligence (industry, patience, perseverance)
10. Enthusiasm (alertness, animation, inspiration)
11. Exactness (accuracy, carefulness, thoroughness)
12. Forcefulness (decisiveness, firmness, purposefulness)
13. Good judgment (discretion, foresight, insight, intelligence)
14. Good taste
15. Health
16. Honesty (fairness, frankness)
17. Intellectual curiosity
18. Leadership (independence, initiative, originality, resourcefulness, self-confidence)

19. Magnetism (cheerfulness, optimism, pleasantness, pleasing voice, sense of humor, sociability, wittiness)
20. Open-mindedness
21. Progressiveness (ambition)
22. Promptness (punctuality, dispatch)
23. Propriety (conventionality, morality)
24. Scholarship
25. Self-possession (calmness, modesty, poise, reserve, self-control, simplicity)
26. Thrift

TRAITS OF KINDERGARTEN AND PRIMARY GRADE TEACHERS

1. Adaptability
2. Attractive personal appearance (cleanliness, neatness)
3. Breadth of interest (interest in pupils, interest in community, interest in profession)
4. Considerateness (appreciativeness, courtesy, kindliness, sympathy, tact, unselfishness)
5. Co-operation (helpfulness, loyalty)
6. Dependability (consistency)
7. Diligence (industry, patience, perseverance)
8. Enthusiasm (alertness, animation, inspiration)
9. Exactness (accuracy, carefulness, definiteness, thoroughness)
10. Fluency
11. Forcefulness (decisiveness, firmness, purposefulness)
12. Good judgment (discretion, foresight, insight, intelligence)
13. Health
14. Honesty (fairness, frankness)
15. Leadership (initiative, originality, resourcefulness, self-confidence)
16. Magnetism (approachability, cheerfulness, optimism, pleasantness, pleasing voice, sense of humor, sociability)
17. Open-mindedness
18. Progressiveness (ambition)
19. Promptness (punctuality, dispatch)
20. Propriety (conventionality, morality)
21. Refinement (good taste)
22. Scholarship
23. Self-possession (calmness, modesty, poise, reserve, self-control, simplicity)
24. Thrift

The similarity of the traits ascribed to the different types of teachers is remarkable in view of the fact that the traits of each type were obtained by interviewing different persons. Furthermore, the material was translated and telescoped by different persons for each type. Because the four lists are so similar it was decided to combine

them into a single list for all teachers and then to evaluate them separately for the teachers of each type. Consequently the list of 83 traits as found in Table IV was telescoped by the procedures described and the 25 families constituted the master-list shown in Table I, page 18.

SECTION 4

EVALUATION

It was decided to evaluate the traits separately for five types of teachers, namely, senior high school, junior high school, intermediate, kindergarten-primary, and rural, as shown in Table I, page 18.

Selecting judges.—A group of 25 experienced school administrators was selected to serve as a jury because the predicted coefficient of correlation between the ratings of the 25 persons and an infinite number was found to be $.949 \pm .015$. The coefficients of correlation between one group of 25 and another for each of the five types of teachers was found to range from $.778 \pm .005$ to $.901 \pm .025$. Consequently 25 evaluators are sufficient for the given purpose.

The 25 school administrators represented fourteen states. Seven had obtained experience primarily in elementary schools, and 18 in secondary schools. Their educational positions were distributed as follows: six superintendents, four instructors in teachers' colleges, seven principals, two supervisors of special subjects, two state department officers, and four unclassified persons.[1]

Reliability of evaluations.—By means of trial studies, coefficients of correlation between the ratings of the 25 administrators and the ratings of a group of 25 teachers,[2] so selected as to represent each of the five groups of teachers, were computed as follows: ratings of traits for senior high school teachers, $.778 \pm .053$; for junior high school teachers, $.824 \pm .044$; for intermediate teachers, $.836 \pm .040$; for kindergarten-primary teachers, $.901 \pm .007$; and for rural teachers, $.867 \pm .030$. The coefficients were considered sufficiently high to justify acceptance of the administrators' ratings as final for purposes of the study. It is highly desirable, however, that other investigators in different localities obtain evaluations from persons per-

[1] See O.R., II–8, for a list and description of the individual judges.

[2] See O.R., II–9, for quintile distribution of traits by administration and teachers.

haps better qualified to evaluate the traits with reference to the teaching conditions met by graduates of the given training school.

Technique of evaluation.—In evaluating the list of 25 traits, the administrators were directed to place each trait in one of three importance groups and to place no less than eight traits in each group.[1]

Since each of the 25 judges was professionally familiar with all five types of teachers, each was asked to rank the traits according to the three importance levels for each type of teacher separately. That is to say, he first evaluated the traits for senior high school teachers, then for junior high school teachers, and so on for the remaining three types by writing in the appropriate squares of the following blank the numbers corresponding to the traits considered of most, average, and least importance for the teachers of each type.

	Sr. H.S.	Grades VII–IX	Grades III–VI	Grades Kdg.–II	Rural
Most Important.....					
Average Important.....					
Least Important.....					

Result of evaluation.—The following table gives the coefficients of correlation between the traits as ranked in order of importance for

TABLE V

CORRELATIONS BETWEEN TRAIT RANKINGS

	Senior H.S.	Junior H.S.	Intermediate	Kindergarten-Primary	Rural
Senior H.S.....	....	.643 ± .080	.388 ± .115	.177 ± .131	.673 ± .076
Junior H.S.....	.643 ± .080	.....	.649 ± .080	.574 ± .093	.758 ± .057
Intermediate.....	.388 ± .115	.649 ± .080	.....	.914 ± .026	.745 ± .057
Kindergarten-Primary.....	.177 ± .131	.574 ± .093	.914 ± .026	.....	.604 ± .086
Rural.....	.673 ± .076	.758 ± .057	.745 ± .057	.604 ± .086	.....

[1] See O.R., II–10, for specimen direction sheet and explanatory comment.

the teachers of each type. It will be noted that the degree of correspondence is about what one might expect.

The table should be read as follows: the coefficient of correlation between the traits ranked for importance to senior high school teachers and the same traits when ranked for importance to junior high school teachers is $.643 \pm .080$; between those for senior high school teachers and teachers of intermediate grades the coefficient of correlation is $.388 \pm .115$, and so on for the remaining comparisons.

The evaluations might well be amplified statistically by obtaining representative ratings from juries composed of teachers and administrators in different school communities, parents having children in each of the five types of schools, from pupils themselves, from professors of education, and from supervisors of each grade level. After separate ratings are obtained from each of these groups, the group ranks for each trait might be weighted according to the deviation from the median and a single composite rank might thus be derived. Previous experience with composite scores based upon similar data discouraged this procedure. The primary data are not sufficiently discrete to justify such precise methods of evaluation. Furthermore, since any composite score tends to conceal judgments that are peculiar to each group of judges taken separately, the addition of each new group of judges tends to reduce the ratings to a compromise between the significant judgments of each jury, thereby losing the distinctive contribution of each group of judges. It is thus more satisfactory for the administrator of a teacher-training institution to make his own evaluations with the assistance of juries representing the particular communities and types of schools that the teachers in training will serve.

SECTION 5

CAUTIONS IN USING THE TRAIT TECHNIQUES[1]

Certain details of procedure are herein discussed on account of their importance to other investigators, since the techniques have not heretofore been published.

Interviewing.—Assuming that the persons to be interviewed know successful and unsuccessful teachers as well as good and poor teaching, it requires some skill in questioning on the part of the inter-

[1] See O.R., II–11, for more detailed criticism of techniques.

viewer to draw forth explicit definitions of the traits. This skill is especially necessary both because many persons tend to make their first response in general terms that require definition, and also because all persons do not attach the same meaning to the same trait. After a period of training our interviewers found it possible to obtain many more traits from one interview than were obtained before training. Although 22 to 30 interviews appear to be adequate for a trained interviewer to secure a standard list of traits (as shown by our study), *there can be no assurance that anyone can secure such a list by means of thirty interviews without having acquired skill in appropriate questioning.*

Translating.—The techniques of translation are based upon the assumption that the significant basis for defining a trait is a list of actions revealing its presence or absence. Although an individual may name one trait when the illustrative actions express a different trait, the actions are what appear in the standard list. Hence the person interviewed must express his judgment of desirable traits in terms of teachers' actions. Furthermore, the individual may not conform to conventional usage in the name he gives to the complex characteristics expressed by these actions. For example, a principal may give the name "co-operation," then proceed to give the trait action, "carries out explicitly all of my orders." The action, however, expresses the conventional meaning of the trait "obedience." If the trait is to be interpreted properly by others, names should be used which correspond to conventional usage. To give the actions obtained through interviews the accepted trait names which the actions express is the task of translation.

Further, the techniques assume that the conventional usage relative to trait names is given in the dictionary. But even when complete dictionary definitions for trait names are available, personal judgment is required to determine whether a given action illustrates trait *a*, as defined, or some other trait. Translation cannot eliminate personal judgment. It can only assist the judgment by definitions and reduce individual variations by the use of consensus. The list of trait names resulting from this method of translation represents the commonly accepted interpretation of the trait actions that would be made by a majority of intelligent persons.

The translation may be unreliable in three respects. In the first place, through fatigue or carelessness the translators may make judgments that are different from those made when greater care is exercised. In the second place, the translators may not be given adequate training to familiarize themselves with the dictionary definitions. In the third place, the previous experience of the translators gives peculiar connotations to certain trait actions which tend to alter the judgments.

That carelessness may easily enter in is shown by another exploratory study,[1] in which it was found that the number of traits obtained from a list of trait actions continually diminished toward the end of the list. The translators were graduate students who soon wearied or grew careless in the task of translation. In our study, however, the translators were paid by the hour. The results justified this expenditure, since there was much less diminution in the number of traits obtained toward the end of the list of actions. Care must be exercised in using unpaid translators lest they weary of the task or make careless judgments.

It is equally necessary to give the translators opportunity to familiarize themselves with the dictionary definitions of the traits. When this was not done we found a tendency for the translators to vary much more widely in their judgments, thus indicating that they tend to use their previously acquired conception of a trait meaning, which may differ from the dictionary meaning.

Even when the foregoing precautions are observed, translation is slightly colored by the previous experiences of the individual translator. Consensus by translation is followed to eliminate purely individual variations in judgment. If this consensus is actually to represent the judgments of an infinitely large group of intelligent persons, the translators must not merely represent the same group, but enough of them must be used so that the individual variations are almost wholly eliminated. The optimum number could not be predicted in advance and was determined only by the degree of correspondence in individual judgments. That is, the number was not determined until the average coefficient of correlation between the

[1] Conducted by E. S. Lide, graduate student, School of Education, University of Chicago, 1928.

translations of any two persons was computed. The consensus of only five translators was found to be adequate in our study, when they were paid for their time and were given a period of training in the dictionary definitions. In similar studies the same precautions should be exercised and the number required should be determined by empirical tests in the same way.

Telescoping.—Telescoping is a process of classifying, of grouping together traits which possess similarity, thus reducing the number and permitting them to be treated more conveniently. Inasmuch as traits are complexes and the similarities may be of many different sorts, telescoping is difficult and highly subjective. For example, the trait "magnetism" may be similar to "forcefulness" in certain respects. Also it may be similar to "cheerfulness" in other respects. Both trait similarities and their relative degree must be determined through personal judgments.

In evaluating personal judgments relative to degrees of similarity we are confronted with another problem. In the technique described, if trait *a* is placed with *b* and *b* with *c*, then *a*, *b*, and *c* are placed in one group. This may place in a common group traits possessing different types of similarities. Thus "magnetism" might be placed with "forcefulness" because of one type of similarity, and with "cheerfulness" because of a similarity of another sort. All three then would be placed in one group, although "forcefulness" and "cheerfulness" might have little in common.

This method may seem quite inadequate, and yet any other treatment is equally difficult. Suppose *a* is placed with *b* by ten persons and *b* with *c* by ten. Unless all three are placed in a common group, how are the combined groupings to be decided? Even if the groupings are not combined, should not *a* go with *b* and *c* rather than with *d*, with which it may be placed by only six persons? The number of persons who place any two traits together is, after all, an index both of the number of notable similarities and of the degree of the similarities. If this number is high, the danger of obtaining heterogeneous groups is largely eliminated. When the number is more than half the number of persons telescoping, it is easily apparent that heterogeneous grouping is almost entirely absent. The greatest difficulty is encountered when the number of per-

sons required to place two traits together is less than half the total number.

When the desired number of trait groups cannot be obtained without selecting a point on the scale which is less than half the number of judges, it is a safe precaution to ask the individual judges to reduce the list to a smaller number of groups than the number finally desired. Thus, if 25 groups are desired, each judge would be directed to reduce the list to 20 groups. In this way a higher point on the scale may be selected as a basis for telescoping.

Another assumption is involved in the telescoping, namely, that a trait which is placed with no other trait by many persons, even though it may be placed with a dozen traits by one or two people each, should not be placed in a group with any other trait. In such a case the trait must either be one which is thought to be distinctly different from any other trait, as indicated by its being placed alone, or else the trait must be one which is so general as to be slightly similar to a dozen traits and so grouped with 12 other traits. In the first event it forms a trait group in itself. In the second event there is no great value in placing it with any trait which it only slightly resembles.

In telescoping (as in translating) precautions must be observed against carelessness, lack of understanding the meaning of traits, and unreliability of the judgments. Training must be given in the dictionary definitions. The judges must represent intelligent persons generally. The degree of correspondence (that is, the coefficient of correlation between the judgments of any two judges) must be computed to determine the number of persons required for reliability. Ten to fifteen persons may not be enough when the conditions of the present study are not exactly duplicated.

CHAPTER III

THE ACTIVITIES OF TEACHERS

This chapter describes the procedures followed in collecting, classifying, and evaluating the activities performed by public school teachers. Separate sections are devoted to each of these steps. The final section outlines different methods of comparing the judgments of authorities to determine the curricular value of the activities for teachers of different types.

SECTION I

COLLECTING TEACHERS' ACTIVITIES

Collecting activities performed by teachers in service.—To secure a representative list of teachers' activities as promptly as possible a letter was addressed in the summer of 1925 to 150 directors of summer schools which offered courses for experienced teachers. The letter requested permission to send a package of two hundred blanks to be distributed among the experienced teachers enrolled in the summer session.[1]

From the schools giving permission to send the blanks, 110 schools were selected so as to represent both elementary and high-school teachers in various states.[2] Each of the 110 schools received a package of 200 blanks.[3]

Eighty-four packages were returned from the 110 summer schools, representing 76 per cent of the schools collaborating. At least one package was received from each of 42 different states. Other states contributed more: for example—California, 4; Illinois, 7; Michigan, 5; Missouri, 6; and Pennsylvania, 5. The total number of blanks returned was 6,150, or 27 per cent of the 22,000 blanks distributed to the individual teachers. Of these 96 were rejected as

[1] See O.R., III–1, for letter to summer schools requesting permission to send blanks, June 19, 1925.

[2] See O.R., III–2, for list of states represented by 1925 summer schools to which blanks were sent.

[3] See O.R., III–3, for letter accompanying distribution of blanks, summer 1925. See O.R., III–4, for specimen data blank, 1925

having been submitted by prospective rather than by experienced teachers. The remaining 6,044 blanks carried an average of 35 teaching activities per blank, or a total of roughly 211,890 activities from this source alone. The returns on the whole were conscientiously made.[1]

Collecting additional activities from other studies.—Interest in analyzing the activities of various types of teachers is somewhat widespread. The desire to particularize and to evaluate various phases of the teacher's work has led many supervisors and other students of teaching to make such analyses. It was therefore necessary to locate such studies to prevent duplication of effort, and to simplify the collection of activities. The studies listed below contained an average of 300 activities each.

W. D. Armentrout, 1924, Colorado State Teachers College, activities of student teachers; A. S. Barr, 1925, University of Wisconsin, physical activities performed by high-school teachers; Cleveland School of Education, 1925, activities of elementary-school teachers expressing various personal traits (obtained from "Teacher Personality Chart"); Harry A. Cunningham, University of Kansas, 1926, activities of biology teachers; J. W. Diefendorf, Arkansas State Teachers College, 1925, activities of high-school teachers (two studies); D. Z. Eckert, University of Pittsburgh, 1925, activities performed by teachers of the first grade; L. W. Hawkins, University of Chicago, 1925, activities of teachers of vocational agriculture; A. J. Jones, University of Pennsylvania, 1920, activities of high-school teachers; J. M. Jones, University of Pittsburgh, 1925, activities of teachers of English in Grades IX–XII; W. B. Jones, University of Pittsburgh, 1924, activities of teachers of industrial arts; F. B. Knight, University of Iowa, qualities related to success in teaching, 1922; Mary McArdle, University of Pittsburgh, 1924, activities performed in teaching social science in Grades VII–IX; Lucy S. McCarty, University of Pittsburgh, 229 routine classroom activities performed by a teacher of English in a large city high school; Corinne A. Seeds, University of California (Southern Branch), difficulties met by beginning teachers in the intermediate grades; J. A. Smith,

[1] See O.R., III–5, for typical data blank filled out, summer, 1925. See O.R., III–6, for analysis of the care with which 1925 summer school blanks were filled.

University of Minnesota, activities of science teachers in Grades IX–XII; Ruth Streitz, University of Illinois, 1925, activities of teachers of arithmetic; C. H. Thompson, University of Chicago, 1925, activities of teachers of kindergarten and primary grades; Douglas Waples, University of Chicago, 1924, difficulties met by high-school teachers representing all subjects; F. L. Whitney, Colorado State Teachers College, 1925, activities of mathematics teachers in secondary schools;[1] Alta Williams, Department of Research, Long Beach City Schools (California), an analysis of school counseling (1926).

Various methods had been used in making the foregoing analyses. Whenever the report of findings contained no description of the method used, a description of the method was obtained by correspondence. Without attempting to describe each method in detail, it may be sufficient to state that each of the analyses were made by one or more of the following procedures: (*a*) asking teachers to record their professional activities in writing, whether individually or in conference groups; (*b*) interviewing individual teachers and recording the activities named; (*c*) observing teachers of a given subject or grade and recording the activities observed; (*d*) keeping detailed record or diaries of activities personally performed; and (*e*) requiring students to submit weekly reports of teaching activities performed and observed.

To locate other studies containing analyses of teaching, a letter of inquiry was addressed to the following groups: 60 state officers of public school systems in 41 states, 91 heads of departments of education in colleges and universities in 48 states and the District of Columbia, 59 presidents of teachers' colleges in 16 states, 61 principals of state normal schools and teachers' colleges in 25 states, 23 principals of city training schools in 15 states, 14 directors of research bureaus in 9 cities, and 165 members of the Educational Research Association. The letter requested news of any studies known to the correspondent.[2] Ninety-eight replies were received, of which 69 con-

[1] See O.R., III–7, for Whitney's *Activities of Mathematics Teachers in Secondary Schools*, excerpt quoted for comparison with activities reported on 1925 blanks to show the greater definiteness of activities reported for a specified subject.

[2] See O.R., III–8, for printed form used to secure titles of studies containing analyses of teaching.

tained one or more references to studies completed, in preparation, or contemplated.[1] The total number of studies cited was 219; however, only four new studies were located by the returns. These four appear in the foregoing list of studies.

Collecting activities peculiar to the teaching of specified subjects.— On account of the greater definiteness of activities reported in connection with particular subjects it was decided to obtain additional reports from individual teachers of different subjects as such. The teachers enrolled in eleven special-methods courses of the School of Education, University of Chicago (summer quarter, 1925), were asked to record such of their professional activities as they believed to be peculiar to one of their teaching subjects. The subjects for which the activities were thus reported are as follows: Art, Commercial Subjects, English, Foreign Language, General Science, History and Civics, Home Economics, Kindergarten-Primary, Mathematics, Music, and Vocational Education. Approximately twenty teachers for each subject reported on an average thirty activities each. Six thousand six hundred activities were thus obtained to supplement those already collected.

Experienced teachers enrolled in general-methods courses of the School of Education, University of Chicago (summer quarter, 1925), were also asked to list the activities peculiar to some one of the subjects each had taught. One hundred nineteen such lists were received, distributed among thirty-six subjects.[2]

At the University of Pittsburgh (summer session, 1925) 200 data blanks were filled by experienced high-school teachers. The teachers were asked to submit lists of activities pertinent to some one phase of their professional work which was related to the title of the course in which the blanks were distributed, such as "The Technique of Reading in Primary Grades," "Extra-curricular Activities in High School," and "The Supervision of Study." The returns showed the effects of the university instructor's own analysis as made in class discussion of the professional duties involved.

[1] See O.R., III–9, for summary of 98 replies to request for news of studies containing analyses of teaching.

[2] See O.R., III–10, for list of 36 subjects from which University of Chicago summer school students (1925) listed the activities peculiar to the teaching of some one of the school subjects taught.

Summary of activities reported.—The teaching activities collected from all sources at this time may be summarized as follows:

Source	Returns (Number of Activities)
Returns from data blank, 6,054 blanks @ 35	211,890
20 special studies @ 300	6,000
11 special-methods courses, Chicago, 1925, @ 600	6,600
110 reports from teachers enrolled in general-methods courses @ 35	3,850
200 from Pittsburgh relevant to special courses @ 35	7,000

Thus 6,613 experienced teachers reported approximately 235,340 activity statements, including duplicates. By "activity statement" is meant a statement in writing of an activity performed in connection with the teacher's professional duties, such as "making lesson plans," "preparing tests," "making reports to the school nurse," "attending teachers' meetings," and the like.

SECTION 2

EXPERIMENTAL CLASSIFICATIONS

When approximately 12,000 activity statements had been transferred from the data blanks to separate cards for filing, it became necessary to determine an efficient method of classification, since with each increase in the number of activities the difficulties of classification became more serious. Furthermore, until the activities were satisfactorily filed there could be no means of distinguishing new activities from duplicates, and it was necessary to identify new activities in order to determine the point at which they ceased to appear.

Experiments to determine an efficient method of classification extended over a period of approximately eighteen months and occupied the major attention of the entire staff. In general it may be said that three types of classification were attempted. The first was a *structural* classification, consisting primarily in the alphabetical classification of nouns reported on the blanks. The second was a functional classification, represented by selecting the verbs which were reported on the blanks. The third method of classification, and the one finally adopted, combined the other two methods. That is to say, while the main headings of the classification represented the essential functions of teaching and consisted mainly of verbs, the

subdivisions represented the structural elements of teaching as supplied by the nouns. Yet it is not entirely accurate to say that the classification finally adopted is a purely mechanical combination of nouns and verbs. It is more accurate to say that the total meaning of the activity statements formed the basis of the classification when each activity statement had been reduced to its essential terms.

As may well be imagined, a large number of extremely complicated technical problems were met and disposed of before a satisfactory procedure in making the classification was developed. On the assumption that such highly technical problems are of interest only to other investigators engaged in a similar detailed study, they receive no discussion in this report. They are preserved in the Official Record. The following list of items will serve to indicate the nature of the problems and exhibits to be found in the Official Record and also to suggest the general procedure followed in arriving at an approved form of classification.

1. Procedures used in preparing data for filing (11)[1]
   - *a*) Procedure in carding the activity statements (12)
   - *b*) Symbols used to distinguish the source of each activity statement (13)
   - *c*) Criteria for detection of duplicate statements (14)
   - *d*) Rules observed in making a count of duplicates (15)
   - *e*) Rules for rejection of activity statements considered meaningless (16)
   - *f*) Rules for rejection of activities reported by church schools and boys' military academies (it was found that the activities obtained from teachers in these schools were largely concerned with ceremonies that complicated the analysis without adding anything of value to the analysis of public school teaching) (17)
   - *g*) Procedure in separating the activities reported in combination (it was found necessary to split up certain activity statements which contained two or more distinguishable activities; otherwise, duplicates could not be identified as such and the composite statement was difficult to file) (18)
   - *h*) Rules for restating activity statements to remove ambiguity (19)
2. Data prepared in attempting a structural classification of activities based on an alphabetical arrangement of nouns (20)
   - *a*) List of headings employed in the alphabetical noun classification (21)
   - *b*) Difficulties causing the rejection of the noun basis of classification (22)
3. Data prepared in attempting a strictly functional classification of activities based upon an alphabetical arrangement of verbs (23)

[1] The numbers after each item refer to the corresponding number in the Official Record, where a discussion of each item may be found.

a) A list of mental processes employed in *learning* as derived from the master-list of verbs (this represents an attempt to develop a functional analysis of learning by selecting from the verbs reported on the blanks those which in the judgment of competent psychologists were considered discrete in meaning) (24)

b) Activities involved in teaching any prescribed unit of subject matter (this represents a similar attempt to develop a functional analysis of teaching processes) (25)

c) Difficulties causing the rejection of the verb-object basis of classification (26)

d) List of verbs with objects as drawn from the first thousand activity statements (27)

e) Verb-object classification of activities related to the teaching of a special subject (28)

f) A count of the different objects following each verb as drawn from the first thousand activity statements (it was a matter of some importance to know how many verb objects might be covered by a single verb in order to determine whether the verb or the object was the more economical type of heading) (29)

g) A note with regard to the extent to which teaching may be said to have a technical vocabulary (the verbal analyses indicated plainly that the success of a classification on the basis of single terms depends upon the existence of a standardized vocabulary; hence the failure of the present study to develop such a classification in the field of teaching) (30)

SECTION 3

DIVISIONAL CLASSIFICATION

The respect in which an activity analysis of teaching may be said to differ most conspicuously from other occupational analyses that have been made is in respect to the scope of teaching as an occupation. An occupation such as stenography, for example, imposes very definite limitations upon the activities performed by the stenographer as such. The occupation of teaching imposes very few such limitations. The teacher's professional activities are limited only by the activities performed by the learner. Inasmuch as the public school curriculum undertakes to prepare the learner for participation in life, the occupation itself thus imposes practically no restrictions upon the activities performed by teachers. The scope of teaching as an occupation is only slightly narrower than life itself. Hence any thoroughgoing analysis and classification of teaching activities is an

impossible task until the occupation of teaching itself has been broken down into various separate divisions of about the same scope as pharmacy, library work, printing, and other vocations that have been satisfactorily analyzed.

Divisions defined.—Such divisions within the field of teaching were distinguished by the type of individual with whom the teacher comes in contact in performing his professional duties. Roughly speaking, the types of individual are three, namely, pupils, other teachers and school officials, and persons outside of the system. Corresponding distinctions exist between classroom teaching, school management, and participation in the general life of the community.

The three types of teaching activity thus distinguished were further analyzed in a manner suggested by the statements themselves. Teachers' activities involving contact with pupils in the teaching of specified subject matter were set apart from activities in directing extra-classroom activities and also from activities in connection with reports. Finally, two other types of activity were defined, namely, activities that do not involve contacts with any other person or persons, such as private reading, recreation, and research; and activities in connection with the school plant, equipment, and supplies that are also strictly impersonal.

In this fashion the occupation of teaching was divided into the nine divisions just named. In summary the divisions may be listed as follows: (1) Activities in teaching subject matter. (2) Activities in teaching pupils to study. (3) Activities in recording and reporting information concerning pupils. (4) Activities in school and class management involving contacts with pupils. (5) Activities in directing extra-classroom activities. (6) Activities involving relations with the personnel of the school community. (7) Activities in self-improvement and professional advancement. (9) Activities in connection with school plant, equipment, and supplies.[1]

Validity of divisions checked by overlapping.—At the time the divisional method of classification was introduced there was no reason to suppose that overlapping among the divisions might not be so great as to invalidate them. To serve the purpose intended, the

[1] The nine original divisions were later reduced to seven by combining 1 with 2 for Division I, and 3 with 4 for Division II. The other divisions remain as listed.

divisions should distinguish the various subfields of the teaching occupation so clearly as to permit each one to be analyzed separately. It was accordingly a matter of considerable interest to find out what activities, if any, could not be classified under any one division, and what proportion of the activities might be classified equally well under two or more divisions.

Not until the attempt had been made to classify all of the 11,960 cards used in the experimental classification could these questions be answered. When the cards had been classified, however, the amount of overlapping among divisions was found not to invalidate the divisions. When all cards had been filed in one or more divisions, only fifty cards were left, and these proved to be so general as to be virtually meaningless, such as "Teaching the daily program." Classification in more than one division was in many cases found to be desirable, since the titles of the different divisions served to emphasize different implications of the same activity, e.g., "establishing cordial relations (with pupils in the class)" and "establishing cordial relations (with adult members of the school community)."[1]

Degree of detail to which the analysis of each division should be carried.—The adequacy of any analysis depends largely upon the graduated sequence from general to specific items. Hence it is true that the headings on any one level of analysis cannot be definitely chosen until the number of subordinate levels has been determined. Any analysis represents a number of different levels of depth, ranging from an upper level, such as "managing a class," which is not analyzed at all, to the lowest level, such as "opening windows," which is, perhaps, analyzed to maximum depth for adult teachers.

The problem involved here may be stated in another way to emphasize its importance in any occupational analysis. Stated briefly, the problem consists in distinguishing a *type activity* from the *methods* of performing it. When the methods of performing the type activity are subordinated to the activity itself, a functional classification results. It is therefore necessary to distinguish the activity from the methods of performing it in order to subordinate the latter in the classification. It will be noted that the difficulty of making

[1] See O.R., III–31, for table showing distribution of 3,354 activities placed in more than one division in the preliminary classification.

any such distinction lies in the fact that what constitutes a type activity and what constitutes a method of performing it depends entirely on the reference point chosen. The distinction may be clarified by the analogy of the grandfather, father, and son relationship. It is not until the youngest generation has been identified as such that the individual may be properly called a son, and his parent a father, and the father's parent a grandfather. Similarly in the case of the occupational activity, if it is established that "drawing figures on the board" is as specific as the activity needs to be, and if another related activity is "helping pupils to understand propositions in geometry," then the former item may be recognized as a method of performing the latter and would be subordinated to it in the classification. If, however, the lower levels are not determined, it would be entirely proper to say that "drawing figures on the board" is an activity and that "lettering the lines and angles of the figure" is a method. The terms are relative and interchangeable until the lower levels are fixed. When the lower levels are fixed, the sequence may be traced upward.

The solution of this technical problem of determining the lower limit of the classification was worked out on the assumption that the analysis should not be carried beyond the point at which teachers can use it. Hence to determine the desired degree of detail it was helpful to find out how far teachers were able to carry the analysis of a classroom activity independently.

The procedure used for this purpose consisted in asking a representative number of teachers in service to analyze a given activity by listing various methods of performing it. The process was then repeated by selecting one of the methods and presenting it again as an activity, asking the teachers again to list methods of performing it. When three or four successive analyses had been obtained in this way it was found that the teachers were unable to analyze the items farther. That is to say, instead of listing more specific activities as methods of performing the type activity assigned for analysis, they tended to repeat the more general activities of the higher levels. This fact indicated that so far as the value of the analysis to teachers is concerned, it was useless to carry the subordination beyond five levels. It was accordingly assumed that the fifth level of subordina-

tion would constitute the lowest limit of the classification of the data within each division.[1] In this way the type activity was defined.

SECTION 4

FINAL CLASSIFICATION

When the validity of the divisions and the lower limit of the analysis had been thus determined, it was possible to proceed with some confidence to the classification of each division. The complete classification of the data falling within each division will be found in the "Full List of Activities in Teaching," pages 304 ff. An outline of the classification that is more easily examined will be found in the "Check-List of Teachers' Activities," pages 257 ff.

The following list of six steps may serve to indicate the procedure: (*a*) Classifying activities roughly according to divisions. (*b*) Making a separate classification of activities in teaching special subjects. (*c*) Defining sections and subsections within each division. (*d*) Preparing code lists of items that apply to one or more sections within a division. (*e*) Preparing paragraphs to summarize the activities that serve to analyze each subsection in greater detail. (*f*) Condensing the subsections. Each of the foregoing steps will be briefly described.

Classifying activities according to divisions.—The activities were first grouped according to divisions by a staff of nine assistants, each assistant being responsible for a particular division. Two other assistants acted as co-ordinators and worked with the divisional assistants. The 11,960 cards, each bearing an activity statement, were placed in 26 card trays, each tray being assigned a serial number. The divisional assistants then read the trays in order. A record was kept of this reading to show at any time what trays had been read by each divisional assistant. In reading the trays each assistant selected the cards that in his judgment belonged to his division. The cards selected were transferred from the original trays to other trays reserved for that division.

When each of the assistants had read all of the original trays and had selected the cards belonging to his division, a program of cross-

[1] See O.R., III–32, for experiment to determine desirable depth of analysis to appear in classification.

reading was begun. This consisted in having each reader examine the cards taken by other readers so that he might select the cards belonging both in his own division and in one or more other divisions as well. The cross-reading also served to check the preliminary grouping by divisions, since each assistant would freely challenge the classification of a card that he considered irrelevant to the division being examined. Since only one person could work with a tray of cards at a time, the cross-reading was necessary in order that the assistants who examined the trays might not miss the cards previously selected by other assistants for their respective divisions. Various devices were employed to record the number of divisions for which a given card was chosen.

Classifying activities involved in teaching particular subjects.—As the reader will note from the full list (p. 304), the activities in connection with subject matter (Division I) were reported in considerably greater number than the activities of any other division. This preponderance of classroom activities raised various problems of classification. Since teaching consists in helping pupils to learn, it is natural that teachers' activities should frequently be stated in terms of pupils' activities. The tendency may be illustrated as follows: the type activity "making assignments" was reported by over one hundred cards which contained such statements as "directing children in methods of study and explaining work to be done," "providing collateral reading for brighter pupils," "outlining work for absentees to make up," "encouraging slow pupils to come for help when needed," and "showing slow pupils how to accomplish their work more efficiently." It will be noted that in the case of the last two items the *teachers'* activity is extremely vague, except as implied by the statement of the *pupil's* activity.[1]

The subject matter and the pupils' learning activities thus determine the meaning (and therefore affect the classification) of activities involved in teaching subject matter. The problem of adequately classifying such activities engaged the major attention of the staff for the best part of the year 1926–27. Two ways of meeting the problem were considered. The first was to undertake a complete analysis

[1] See O.R., III–33, for figure explaining relationship of teaching activities to the school subject matter and the pupils' learning activities.

of the activities involved in teaching each of the school subjects separately for each grade. The other was to combine the specific activities involved in teaching particular subjects into a complete list of type activities, which might include all the specific activities reported in terms of any subject, and to prepare a similar list of type activities performed by pupils in learning any subject.

Thus defined, the problem could only be met by adopting the latter alternative. The task of analyzing even a few subjects in detail would have exhausted the resources of the entire study. The attempt was accordingly made to produce a list of type activities applicable to the teaching of any subject and any grade. Yet to accomplish this it became necessary to make the separate file of *pupil* activities as distinguished from *teacher* activities in order to identify the teaching activities as such. For example, the activities in "making assignments" were *split* so that the teachers' activities are separately shown, as follows:

Activities as Reported	Pupils' Activities
Directing children in methods of study and explaining work to be done	Understanding work to be done and using efficient methods of study
Providing collateral reading for brighter pupils	Doing collateral reading
Outlining work for absentees to make up	Making up work missed while absent
Encouraging slow pupils to come for help when needed	Going to teacher for needed help

This method of "splitting" the activity statements was found highly successful as a means of reducing the mass of data supplied by many different subjects to a manageable list of type activities applicable to any subject.

There are many justifications for this procedure other than the fact that the method was practicable whereas the complete analysis of each subject was not. In the first place it is probable that for teacher-training purposes the teacher obtains a clearer perspective of a teaching activity when the activity is generalized. It is also clear that the analysis of a given subject at a given grade level demands the services of a representative group of specialists, not merely in executing, but in planning the analysis. Such analyses should accordingly be undertaken by national organizations for the

study of the various subjects. And furthermore there is every good reason to suppose that it is more satisfactory for curriculum purposes to apply the type activities to the particular subject involved than to negotiate the mass of material resulting from separate analyses of each subject. Evidence to support the last statement is supplied in the first section of Chapter V.

Defining sections and subsections within each division.—The classification of activities within divisions was greatly simplified by the decision previously made to restrict the levels of subordination to four. The five levels were termed respectively, divisions, subdivisions, sections, subsections, and summary paragraphs. The divisions as finally revised are seven in number, with the following titles: Division I, Activities in Classroom Instruction. Division II, Activities in School and Class Management (exclusive of extra-curricular activities). Division III, Activities Involving Supervision of Pupils' Extra-classroom Activities (exclusive of activities involved in school and classroom management). Division IV, Activities Involving Relationships with the Personnel of the School Staff. Division V, Activities Involving Relations with Members of the School Community. Division VI, Activities Concerned with Personal and Professional Advancement. Division VII, Activities in Connection with the School Plant and Supplies.

The subdivisions occurred only in Divisions I and II, as follows: Division I, Subdivision A, Teaching Subject Matter. Subdivision B, Teaching Pupils to Study. Division II, Subdivision A, Recording and Reporting Facts concerning Pupils. Subdivision B, Activities Involving Contacts with Pupils.

The sections vary from two to thirty-seven in number for each division, and may be represented by the following example:

Division V. Teachers' Activities Involving Relations with Members of School Community:

1. Giving advice and information to (parents, occupational groups, social organizations, members of community at large)
2. Giving assistance to
3. Meeting socially with
4. Obtaining advice and information from
5. Obtaining assistance from
6. Establishing cordial relations with

7. Developing a co-operative spirit in
8. Attending to school visits of
9. Helping to enforce child-welfare laws against
10. Acting as mediator between
11. Participating in meetings of
12. Conducting business transactions with

The subsections represent the basic unit of the classification. The following are the subsections of Section 1, Division V:

Division V. (1) Giving advice and information to
- *a*) Parents
- *b*) Occupational groups
- *c*) Social organizations
- *d*) Members of community

The summary paragraphs contain all the material obtained from any source that is not explicitly covered by the sections or subsections. Further discussion and examples appear on pages 94 ff.

In classifying the activities for a given division, the primary purpose was to discover new sections and new subsections. A tentative list of sections was developed by grouping the cards chosen for the given division as they naturally fell. The tentative outline of the sections was then worked over in the process of defining subsections. That is to say, when the individual card contained an item that was not covered by the sections already defined for the given division, a new section was added to the tentative list. The process in defining subsections was very similar. The cards were classified within each section, taking one section at a time. Cards representing activities that are significantly different in meaning were listed as subsections. It thus became necessary to decide in the case of each card whether the activity statement was or was not so closely related to one of the subsections already listed as to be considered a variant of that subsection. When the card was judged to be a variant, it was included in the summary paragraph appended to the appropriate subsection. When the activity statement was not considered a variant it automatically became a new subsection. Thus all the cards for all divisions were either identified as subsections or as items in one or more summary paragraphs. At this point each subsection was examined to decide whether it appeared in the most appropriate section. By this means the section headings were made more explicit

and discrete, since when all irrelevant subsections had been removed, the section could be more explicitly defined by a single heading.

The procedure used to settle specific issues arising in the classification was as follows: As the card trays were being worked upon by each of the divisional assistants, the cards containing activities which the assistant decided to adopt as new subsections were laid aside. A co-ordinator then examined such cards himself and made his own decisions as to which activities qualified as new subsections. Serious differences between the independent classifications were surprisingly few. When disagreement occurred, the activity was discussed by the divisional assistant and two co-ordinators, and (in case of continued doubt) was referred to the directors of the study.[1] This procedure gave the co-ordinators an excellent opportunity to become familiar with the contents of the various divisions and helped to standardize the procedure for the study as a whole. Moreover, the fact that all divisional assistants were engaged in the same task of validating sectional and subsectional headings made it easy to transfer either whole sections or subsections from one division to another when this seemed advisable.[2]

Preparing code lists.—While not constituting an additional level in the classification, it was found advisable to organize certain types of material in the form of *codes*. The codes are similar in character to the codes used in library catalogues when it is desired to show the various types of material covered by headings that are frequently used. The codes in a sense represent a cross-section of the five levels of classification, since each code contains items that might apply equally well to any one of the levels. For example, a great number of activity statements describe teachers' duties that are performed on school holidays and special occasions. Rather than indicate the particular holidays that happened to be mentioned by the teacher reporting the activity, it was more satisfactory to make a complete list of the holidays reported in any connection, and to use this list as a code. Anyone using the analysis would thus be able to extend the duties performed in connection with holidays by considering the

[1] See O.R., III–34, for note on procedure of final classification.

[2] See O.R., III–35, for preliminary list of sections and subsections within Division III.

duty in connection with each of the holidays appearing in the code. The code has the further advantage of relieving the classification of much detail which does not greatly affect the character of the duty itself. For example, the code containing the list of events in the school year is as follows: Admission day, Apple week, Arbor day, Armistice Day, Art week, band concerts, Better-speech week, Boys' day, Child day, Christmas, church suppers, City-beautiful campaign, Clean-up week, Community day, Community fair, Community fund drive, Constitution week, County fair, Decoration Day, Easter, Education week, community festivals, and national holidays.

Some further comment is needed to explain the code lists. Strictly speaking, the coded material represents data reported in connection with an activity but not affecting its classification. For example, the activity "teaching games on the playground" does not differ essentially from such activities as "teaching games in the gymnasium," "teaching room games," "teaching games in the basement on a rainy day." It was thus convenient to record the type activity "teaching games" and then to code the various parts of the school plant where games or any other activity might take place, such as basement, classroom, gymnasium, playground, etc. While the divisions differed greatly in respect to the amount of codable material reported, the amount of such material for the study as a whole was surprisingly great. Not until such items had been detached from the activities themselves and listed separately as codes could the activity statements be definitely classified. The codes thus represent what is probably the closest approach to a structural classification developed by the study. The following paragraph contains thirty-seven titles of codes that apply to two or more of the nine divisions. It was highly economical of space and labor to place such material in separate codes to relieve the running classification of confusing detail and at the same time to increase the scope of the activities classified.

The titles are as follows: persons calling teachers' meetings; groups involved in teachers' meetings; types of reports concerning pupils; types of reports concerning supplies; types of records concerning pupils; types of records concerning supplies; types of sick pupils; parts of the school building; officials to whom reports are sent; times of school day; events in school year; community holidays

and celebrations; community organizations for young people; community social organizations; school subjects; objectives of excursions, tours, and trips; pupils' traits; items on pupils' permanent records; classroom and extra-classroom equipment; classroom and extra-classroom supplies; instructional and extra-classroom funds; times for professional meetings; teachers' committees; teachers' traits.[1]

Preparing summary paragraphs.—As previously mentioned, the summary paragraph was used as a means of providing for details that were not sufficiently important to constitute subsections and that were not sufficiently homogeneous to constitute codes. Such details were listed in paragraph form and appended to the appropriate subsection, as shown in the master-list. The following is a specimen of a typical summary paragraph:

3. *Taking account of pupils' interests, abilities, and needs.*
   a) Selecting subject matter with reference to pupils' interests.
   Basing new work on common experience; enriching course taught; basing course on current problems as revealed in readings and discussions with parents and in class, on seasonal sequence, on community practices (production, marketing); selecting material with reference to individual interests; providing material within the pupils' interest, experience, understanding, which leads to new activities, which is illustrative, thought-stimulating; adapting work to child's point of view; recognizing individual interests and abilities; meeting difficulties arising from a fixed course of study; adapting to race differences; adapting pupil's reading to his experience; adapting school to outside environment of child; giving extra work for credit; encouraging originality; encouraging inventive tendencies.[2]

Condensing subsections.—To provide a better perspective of the material than could be gained from the very large number of subsections, the experiment was made of combining the subsections into headings that occupied a middle position between the sections and the subsections. This condensation helped materially in improving the definition of sections for each division and likewise showed the need for subdivisions in the case of Divisions I and II. When this purpose had been served, the effort to condense the subsections was discontinued and the original subsections were retained.[3]

[1] See O.R., III–36, for procedure in selecting code items.

[2] See O.R., III–37, for rules regarding the form of summary paragraphs.

[3] See O.R., III–38, for condensation of subsections by type activities.

SECTION 5

CHECKING DATA FOR COMPLETENESS

Since one purpose of the study as a whole is to present a comprehensive picture of public school teaching as such, the completeness of the original data is a matter of critical importance. All available sources were drawn upon until the degree of comprehensiveness was considered satisfactory. The most obvious method of checking completeness was to attempt to collect additional activities from sources hitherto not utilized. By way of summary it may be said that three supplementary sources were investigated, namely, teachers attending 1926 summer schools, professional literature, and a sampling of the original data blanks (1925) that had not yet been examined. The attempt to collect additional activities from each of the sources will be described at some length to supply evidence regarding the completeness of the data.

Collecting supplementary activities from teachers and administrators in service.—As a means of checking the adequacy of the 11,960 activities, the activities were printed in the form of a supplementary check-list containing the subsections that had been worked out in each division in June, 1926.[1]

Two thousand check-lists for each division were distributed to experienced administrators and teachers attending 1926 summer schools in fourteen selected states. Two thousand three hundred thirty-one returns were received from elementary and high-school teachers attending summer schools in the following states: Alabama, California, Connecticut, Colorado, Kansas, Illinois, Minnesota, Missouri, New York, Ohio, Pennsylvania, Texas, Washington, and Wisconsin. The distribution of returns by divisions is as follows: Divisions I and II (one check-list for both), 153; Division III, 589; Division IV, 409; Division V, 397; Division VI, 55 (only one hundred of these were distributed, since the most useful data for this division were found in professional literature); Division VII, 431; Division VIII, 104 (distributed locally); and Division IX, 193. While the number of check-lists returned thus varied from 55 in Division VI to 589 in Division III, the average number returned per division was

[1] See O.R., III–39, for supplementary check-lists for all divisions.

259. The reason for the unequal number of returns is that three of the divisions (I, II, VII, and IX) were relatively complete.

The extent to which the returns modified the data already classified may be described with reference to Division III, a typical division.

The data supplied on the 589 check-lists returned for Division III contained 3,448 activities. Of these activities, 2,655, or 77 per cent, proved to be duplicates and were accordingly rejected. This fact indicated that the data obtained from the activities already classified for the particular division were to this extent complete. The new activities found on the supplementary check-lists did not produce a single new section. They did, however, yield ten new subsections, or 4 per cent of the 264 subsections previously recorded for the division. In addition, the supplementary check-lists contributed 210 new code items and 387 items for the summary paragraphs. Also 186 of the activities reported on the supplementary check-lists were used to complete divisions other than Division III.

There was much variation in the care with which the returns were made by the teachers and administrators. On 21.3 per cent of the lists returned no activities were added. On 70.8 per cent no more than ten activities were supplied. When it is considered that 77 per cent of all the activities reported for this division proved to be duplicates, and therefore useless, it is plain that the large majority of those returning the lists made no contribution at all. A positive relationship existed between the number of activities added and the number of useful additions. The largest number of additions by one person, including duplicates, was 98, and this individual contributed the largest number of new items. Two and one-tenth per cent of the returns contained over 50 per cent of the useful items.

Thus it will be noted that the supplementary check-lists accomplished three important purposes: (*a*) They indicated that the data already classified did actually represent the activities obtainable by correspondence with administrators and teachers in service. (*b*) The data supplied by the supplementary check-lists tended to improve and to complete the classification already worked out. And (*c*) the general character of the returns indicated that criticism of

such material by an intelligent few was as helpful as criticism by a much larger number of unselected critics.

Collecting supplementary activities from professional literature.—At this point in the study the use of bibliography as a source of teaching activities had been confined to an examination of theses, term papers, and the other analyses of teaching already described. A cursory examination of standard texts on teaching had made it apparent at the outset that very few specific activities could be obtained from this source. Authors seldom publish running lists of activities such as were desired. The activities were accordingly first obtained directly from the teachers.

Yet because the well-considered views of competent critics of teaching are best found in their writings, it was necessary to use professional literature to check both the completeness of the analysis and the adequacy of the classification. Two types of literature were examined. The first type consisted of theses, term papers, and monographs containing analyses of some phase of public school teaching, as previously described. The second type of literature consisted of standard books on such professional subjects as were most easily identified with one or more divisions of the study.

The first type (returns to the request for specific analyses of teaching) was helpful in two respects: (1) It contributed several important additions to the list of special studies that had been used to provide the basic group of 11,960 activities. (2) It supplied evidence that the present study was not duplicating studies in progress elsewhere, since a normal proportion of replies had been received (98 from 476 addressed = 20.6 per cent), and since only 2 per cent of the replies contained any useful material.

While it is true that the second type of literature (books on various phases of teaching) contributed scarcely more than the informal studies just referred to, additional activities relevant to the divisions were found in sufficient number to justify the search. The divisions best represented in the literature were Divisions III, V, and VI. This fact is probably explained by the current interest in, and widespread discussion of, the topics which these divisions represent, namely, extra-curricular activities, teachers' participation in community life, and teachers' self-improvement in service. The proce-

dure employed in searching the literature for new activities will be described again with reference to Division III alone.

The literature consulted for additional activities in connection with Division III was almost entirely suggested by *Bulletin M 29* of the Bureau of Educational Research, University of Illinois, "An Annotated Bibliography Dealing with Extra-curricular Activities in Elementary and High Schools." Of the 275 references listed in this bulletin, 125 which were accessible were examined. In addition the *Twenty-fifth Yearbook*, Part II, of the National Society for the Study of Education, "Extra-curricular Activities," was read, and also a very useful list of extra-curricular functions obtained from Professor George S. Counts, then of the University of Chicago.

From this bibliography, ten new subsections were added to the 264 already found, and 502 items were noted for summary paragraphs or code lists. Half of the 502 items consisted of names of pupil organizations. It should be noted that the new items obtained from the literature did not call for additions of any new sections for Division III. The same was true of all the other divisions.

In the same way the other divisional assistants investigated the literature for their respective divisions, but to no other divisions did the literature contribute so much new material as to Division III. In the case of Divisions I and II (concerned with classroom teaching and management), the returns were surprisingly small. This was perhaps due to the fact that the subsections of these divisions are more highly generalized than the subsections of other divisions. It is therefore perhaps not surprising that the activities mentioned for illustrative purposes by books on classroom teaching failed to suggest any significant additions to the subsections already noted.

Collecting additional activities from original data blanks.—It will be recalled that of the 6,150 data blanks returned by teachers attending summer schools in 1925, less than 200 of the blanks had been used in the basic group of 11,960 activities, most of the activities having been obtained from the lists prepared by other investigators. It now became necessary to examine the remaining blanks as an additional check, because all previous checks had shown the original data blank to be by far the most productive single source of new activities.

At this point arose the problem of deciding how many of the additional blanks to read in order to obtain all useful items contained, thereby making the list of activities complete as obtained from this source. It was decided to select one thousand of the blanks to represent equally the various sections of the country, including both rural and urban communities and both elementary and high-school teachers.[1] The 1,000 blanks were then placed in twenty folders containing fifty blanks each. The folders were lettered alphabetically and a chart was made to show which folders had been read by each of the divisional assistants. It will be recalled that the purpose in reading the blanks was to obtain as many additions as possible to the subsections, summary paragraphs, and code items that had already been recorded. In searching the blanks for such additions, each assistant was at the same time securing a check on the completeness with which teachers' activities obtainable from this source had already been recorded. The method of recording the number of additional items per set of fifty returns and the proportional decrease in frequency of new items is shown by the summary of the tally sheets kept for such division.[2] The accompanying table reproduces a tally sheet for illustration.

The tally sheet is read as follows: the letters on the top row represent the 20 folders containing 50 returns each. The second row indicates the time required to read each folder. This item was merely of interest as a matter of office routine. The third row shows the total number of activities contained in the folder including both the new and the old, which would, of course, be the same for all divisions. The fourth row shows the number of activities identified as belonging to the particular division. The next-to-the-bottom row shows the number of new activities found in each folder, regardless of their importance; and the bottom row shows the number of new activities per folder which were finally approved as new subsections. It is apparent from the succession of zeros on the bottom row that enough of the blanks had been read to secure all the subsections obtainable from the blanks for the particular division, namely, Division III.

[1] See O.R., III–40, for distribution of data blanks read for additional type activities.

[2] See O.R., III–41, for detailed record of additions to subsections from supplementary data.

SPECIMEN TALLY SHEET (DIVISION III)

Indicate group by proper letter	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Time per 50 blanks.....	3:10	1:45	1:40	1:45	1:40	1:50	1:50	1:40	1:30	1:50	1:30	1:10	1:40	1:40	1:15
Total activities per 50 blanks.....	2,383	1,934	2,020	1,834	2,099	1,999	1,861	1,994	1,951	2,200	.....	.....	.....	.....	.....
Activities Div. III per 50 blanks.....	528	438	443	403	542	566	502	529	446	522	285	281	307	393	269
New activities Div. III per 50 blanks.....	14	23	11	15	15	32	21	20	10	12	23	17	29	32	35
New subsections Div. III per 50 blanks.....	0	0	0	3	1	3	5	1	2	0	0	0	0	0	0

SECTION 6

THE MASTER-LIST OF ACTIVITIES

For the various uses mentioned in the first chapter and in the following chapters of this report the complete list of type activities collected and organized by the study is presented on pages 304 ff. Since a variety of important sources had been utilized to discover significant type activities (as designated by the subsections), and since new type activities had ceased to appear, the resulting list was assumed sufficiently complete to furnish a comprehensive picture of public school teaching and a basis for the selection of curriculum materials.

The validity of any assumption regarding the completeness of the data and the adequacy of the classification can only be tested, however, by use of the master-list in the actual construction of curricula. Completeness is a relative term which depends for its meaning upon the degree of detail required. This chapter has already outlined the methods used to determine how many levels of subordination are desirable. The writers believe that the analysis has been carried far enough for practical purposes, except, possibly, in the case of Divisions I and II. More detailed analyses of these divisions would probably have been undertaken with the assistance of representatives of the different subjects had the study been continued for sufficient time to carry these projects to completion. Certain exhibits shown in the following chapters will indicate how the type activities of Divisions I and II may be further analyzed where necessary in checking or constructing courses in special methods. The writers also believe that the analysis of certain marginal activities such as "coaching athletics" might have been made to better advantage by experts in the particular field, for example by trained coaches of high-school athletics. This omission was not considered serious, however, since the list primarily undertakes to analyze the work of the classroom teacher. Specialists in particular fields, like coaching, may readily continue the analysis as needed and as suggested in Chapter V with reference to other courses in special methods.

One feature for which the classification may be criticized is the unequal importance of Divisions III–VII as compared with Divi-

sions I and II. No means of correcting this disparity was found because of the fact that the divisional classification was possible only to the extent that each division was self-contained. The first two divisions did not permit subdivision into smaller units comparable to the remaining divisions. Another feature requiring some explanation is the organization peculiar to Division II. It will be noted that the subsections of Division II are repeated in several sections. It was found that the subsections representing pupils' activities were equally appropriate to the teaching activities represented by each of the sections. Hence the subsections of this division are uniform and give the appearance of duplication. The duplication, however, is not actual, and will be found to cause no confusion if the section heading is considered in connection with each of the subsections.

The apparent complexity and encyclopedic detail of the full list is largely eliminated from the check-list shown on pages 257–303. The check-list omits the summary paragraphs contained in the full list. In the following pages of the report the reader will have frequent occasion to refer to the list of activities. In nearly every case the check-list will be found more convenient than the full list, and equally useful for illustrative purposes. The activities appear in the Summary Tables as in the check-list, rather than as in the full list, since the check-list was used to obtain the ratings that are shown in the Tables.

SECTION 7

EVALUATING THE ACTIVITIES

Having determined the professional activities of public school teachers to a satisfactory degree of completeness, the study proceeded to determine the relative value of the activities from the standpoint of their usefulness to various types of teachers in service. "Usefulness" was defined arbitrarily in terms of four criteria, namely, *frequency* of performance by teachers in service, *difficulty of learning* to perform the activity, *importance* of the activity, and *practicability of learning the activity in the training school* rather than "on the job." The criteria are designated F, D, I, and S, respectively, on the blank columns of the check-list reproduced on pages 257–303.

The term "evaluation" is here used to describe the method by which judges weighted the activities according to the criteria men-

tioned. Essentially the method consisted in marking each activity shown in the check-list in accordance with directions printed on the face of the blank. The directions require the judge to place each activity in some one of three groups with respect to each of the four criteria. In practice, however, it was found possible to simplify the task for certain groups of judges who were not equally competent to apply each of the four criteria. Professors of education, for example, are clearly not qualified to rate the activities for frequency of performance, since they are not closely enough in touch with the teachers' work to distinguish between activities frequently performed and those performed only rarely by teachers of a given type. Conversely, when teachers of different types were asked to check the list for frequency of performance so that the duties performed by each type might be compared, the teachers were in some cases not requested to rate the activities for desirability of preservice training (Column S). The directions were often modified in another way when the evaluations were made by supervisors or administrators. The directions as they stand are addressed to teachers in service. Consequently the directions read as though the person making the evaluations were at the same time performing the activities. Hence when an administrator or an instructor of college courses in education checks the list, it is necessary to give clear emphasis to the fact that he is to evaluate the activities *as performed by the teachers under his administration.* Failure to emphasize this direction sufficiently led to the rejection of several returns from the supervisory groups.

The following directions are reproduced without change from the check-list. The reason for each direction should be apparent to the careful reader. If the directions were re-written at greater length they might be clarified. It has, however, been decided to leave them in the original form to prevent the possibility of misinterpretation which any change in phrasing might introduce.

DIRECTIONS

The master-list of teachers' type activities herewith presented is divided into seven divisions. You should complete one division before proceeding to the next. With each division proceed as follows:

Read the type activities to get a clear idea of what they mean. Then follow the directions below as numbered.

1. Fill out the column headed by the letter F (frequency). Indicate with a dash (—) those type activities which in your present position you do not perform. Place the letter *x* after the most frequently performed type activities (those which you perform once a week or oftener). Place the letter *o* after the least frequently performed type activities (those performed once a semester or once a year). Leave the other type activities unmarked. These other type activities will be those which you perform oftener than twice a year, but not so often as once a week.

2. In dealing with the remaining three columns, pay no attention to those type activities marked with a dash (—) in the frequency column, i.e., those which you do not perform.

3. Proceeding to the column headed by the letter D (difficulty of learning), write the letter *o* opposite those type activities which you believe you have learned with little or no effort. Write the letter *x* opposite those type activities which were, or still are, very difficult for you *to learn* to perform. Do not mark the remaining type activities in this column.

4. Proceed next to the column marked I (general importance). Write a dash (—) after the type activities which you think ought not to be performed. Then consider the remaining type activities. Place an *x* after those type activities in the highest rank of importance, i.e., after those type activities which you consider so important as to be essential to the efficient conduct of the school. Write *o* after the type activities which are of least importance. Do not mark in this column the other type activities (those of average importance).

5. Finally, proceed to the column headed S (learning in school). Write an *x* after those type activities which you feel to be so important and difficult that they should be taught in teacher-training courses to all prospective teachers. Place *o* after those type activities which can be so readily picked up by experience in the teacher's first position that they do not need to be taught in the training school. Do not mark the remaining type activities in this column.

Please fill out the attached data blank, and return the material in the inclosed envelope not later than two weeks after you have received it.

Evidence from the returns indicated that the directions had been consistently and carefully observed. Various methods were used to motivate checking the blank. In a few cases a payment of $5.00 per blank was used to secure returns. In other cases the teachers of a given public school were interested in the study by a prominent school official to the point where they checked the list conscientiously. In many cases, to offset the effect of fatigue, half of a given group were directed to begin at the back and work forward. In still other

cases the labor was reduced by obtaining returns from three times the required number and requiring each judge to check only one-third of the list. In such cases the list was so divided up that each judge had opportunity to work on parts of each division.

There were, naturally, many cases in which the directions were not carefully followed. This was sometimes due to incompetence but more frequently to lack of interest in the study. The staff by whom the ratings were tabulated became expert in detecting the blanks in which the instructions had not been followed. Such blanks, of course, were rejected.

We may now pass to what is after all the significant problem of the evaluation, namely, the adequacy of the criteria employed.

The following description of the criteria should be clear if the method of marking the check-list is understood and if the decile ratings can be interpreted as shown in the Summary Tables, pp. 493 ff.

All four of the criteria have never before been applied simultaneously in selecting data to compose a curriculum. The criterion of frequency is very commonly applied in studies of many types, often as an indication of importance. Importance is the criterion used in all direct ratings and is also the criterion implied in ratings by means of master-scales. These two criteria have consequently the sanction of conventional use. Difficulty of performance is a criterion commonly used, but difficulty of *learning* to perform is seldom used. The latter is obviously significant as applied to a training curriculum. Desirability of pre-service training has seldom been used except by implication. Thus criteria D and S are rare in curriculum studies.

Assuming that all four of the criteria have not hitherto been applied in combination to the selection of materials for teacher-training courses, their adoption can only be justified, if at all, by evidence obtained from their experimental use in the present investigation. It is accordingly important to state at this point that the experimental results were entirely favorable.

By this statement it is meant that each criterion proved to be sufficiently discrete to justify its application. In other words, it was found that the determined coefficients of correlation between the ranks of the activities based upon one criterion applied by one jury of twenty-five members and the ranks of the same activities based

upon any other criterion applied by the same jury were in no case higher than $.66 \pm .01$. Yet the predicted coefficient of correlation between ranks of the same activities by the same criterion applied by a representative group of judges and again by an infinite number of judges of the same group is approximately $.94 = \pm .02$. This means that while two groups of judges agree very closely regarding the relative values of the duties when the same criterion is used, they do not agree closely when their judgments are based on different criteria. In other words, no two of the criteria are sufficiently similar to yield similar ratings.[1]

Significant differences between the criteria were also determined by the method of partial and multiple correlations. The average multiple correlation was only $.65 \pm .08$, which means that the ratings with reference to a single criterion cannot be predicted from the ratings with reference to the other three.[2]

Furthermore, the criteria were found to be sufficiently *reliable*, as indicated by the ratings. The average coefficient of correlation between samples of 25 returns each is $.931 \pm .004$. In addition, some 25 empirical tests were made to validate the assumption that the Spearman prophecy formula may safely be applied to ratings of teaching activities. The use of this formula justifies the conclusion that ratings by 25 members of a given professional group are highly reliable, since the combined ratings of 25 judges will probably show a correlation of $.945 \pm .003$,[3] with the combined ratings of an infinite number.

Data regarding the validity of the criteria are also supplied by the ratings. It may be assumed that the criteria are valid to the extent that they serve to distinguish the activities commonly accepted as having particular value in certain teaching positions. In statistical terms this means that there should be relatively low correlation between the ratings of two very different professional groups. The coefficient of correlation between the activity ratings of

[1] Cf. R. W. Tyler, Ph.D. Thesis, "Statistical Methods for Utilizing Personal Judgments To Evaluate Activities for Teacher-Training Curricula" (University of Chicago, 1927), chap. viii (unpublished).

[2] *Ibid.*, chap. v.

[3] *Ibid.*, chap. vii. See also a report by J. C. Lazenby on an experimental study of the correspondence between successive ratings by the same judges, O.R., III–42.

teachers in small Nebraska high schools and those of the University of Chicago graduates, teaching for the most part in large city or suburban high schools, is .722±.014. As compared with the average correlation of .931±.004 between any two like groups of judges, the difference is significant. It means that the duties rated high in value by the Nebraska teachers are not identical with the duties rated high by the teachers of larger schools.

If, as suggested, the criteria proposed are sufficiently discrete, reliable, and valid for the rating of teachers' activities, the question still remains whether they are sufficiently complete to prove adequate. That is to say, Do the four criteria sufficiently cover all of the elements that render a given teaching activity valuable for the training curriculum?

Because of the fact that any general estimate of an activity should normally include the three characteristics emphasized by criteria F, D, and I, we have a basis upon which to judge the adequacy of the criteria. By correlating the activities ranked according to ratings on criterion S with the same activities ranked according to ratings on criteria F, D, and I combined, we have a measure of the extent to which criterion S includes the other three criteria. A perfect positive correlation would show criteria F, D, and I to be inclusive; in other words, each quality of an activity that contributes to its curriculum value, as estimated by ratings on criterion S alone, would be covered by ratings on criteria F, D, and I combined. But when the multiple correlation was computed it proved to be only .70±.068. This supplies an extremely interesting fact, namely, that if the best possible weights were given to ratings for criteria F, D, and I, and if the combined ratings were correlated with ratings for criterion S, the coefficient of correlation could not exceed .70. This finding implies that activities cannot be selected for the teacher-training curriculum by criteria F, D, and I alone so safely as when criterion S is also used, since the ratings by criterion S alone evidently take account of other elements not identical with frequency, difficulty, and importance.[1]

That a deficiency exists between criteria F, D, and I combined and criterion S was further indicated by the partial correlations.

[1] Cf. R. W. Tyler, *op. cit.*, chap. v.

The coefficient of correlation between criteria F and S, when the other criteria are held constant, is approximately $-.20 \pm .129$. This means that frequency of performance contributes very little to curriculum value, and shows a tendency for infrequent duties to be rated high by criterion S, other factors remaining constant. That is to say, the more frequently an activity is performed by teachers in service, the less necessary it is to teach it to prospective teachers. The coefficients of correlation between criterion S ratings and the ratings for both criterion D and criterion I are each approximately $.50 \pm .101$. This means that the difficulty and the importance of a teaching activity have an important effect upon its curriculum value. The coefficients, however, are not high.

Reverting to our question as to whether the four criteria cover all of the elements that render a teaching activity valuable for the training curriculum, we conclude that each of the four criteria contributes to the curriculum value. That there are other elements of value is altogether likely. The evidence may be summarized as follows:

1. The four criteria are discrete, since partial correlations show that the ratings for any one criterion are not linear functions of the ratings for the other criteria.

2. Each of the criteria is reliable, since the average coefficient of correlation between successive groups of 25 ratings for each criterion applied separately is $.931 \pm .004$.

3. Each of the four criteria represents some element of value in selecting activities for the training curriculum, since the coefficient of correlation between ratings for criterion S and the ratings for all three of the other criteria combined is higher than that between ratings for criterion S and the ratings for any two criteria or any single criterion.

4. The relative validity of each criterion cannot now be determined objectively, since no more valid basis for comparison is available than the highly subjective ratings by criterion S.

5. The four criteria applied in combination are assumed sufficiently valid for the purposes of this study, pending the collection of evidence from experiments with the findings and pending the definition of new criteria that may be used to designate other elements that make for curriculum value.

Selecting judges to evaluate the activities.—The data required for any purpose determine the sources to be consulted. Hence the selection of judges to evaluate the activities must be determined by the sort of evaluations desired. In other words, judges must be selected who are most competent to apply the criteria specified. This means that whatever professional groups are best qualified to judge the relative *importance* of the activities according to some one of the criteria should be selected, whether or not they are qualified to apply other criteria. Furthermore, the groups selected must represent all varieties of expert opinion regarding the professional needs of teachers.

Approached from this point of view, the selection of judges can be made systematically. One has merely to designate the various groups who have occasion to study the problems of teacher training and then to choose the groups best qualified by the nature of their experience or study to apply each criterion separately. The main groups are five: prospective teachers, teachers in service, supervisors, administrators, and instructors of teacher-training courses. One may therefore select such of these groups as are qualified to apply each criterion.

Classroom teachers are unquestionably best qualified to state which of the activities on the master-list they actually perform. Classroom teachers are thus the best single source of data regarding *frequency of performance.* Supervisors are also acquainted with the facts regarding the performance of classroom activities, and administrators are qualified to state what activities are performed in connection with school management, community enterprises, and other special functions.

The purpose of classroom supervision is to help teachers overcome their difficulties. Hence classroom supervisors are perhaps best qualified to rate the activities for *difficulty of learning.* Such supervisors may either be instructors of practice teaching, critic teachers, or supervisors of the public school staff. In their more general supervisory capacity, principals are well qualified to specify the teachers' difficulties in learning to perform extra-classroom duties. It is clear that both prospective teachers in training and teachers in service are also qualified to apply this criterion.

The relative *importance* of the activities is probably best evaluat-

ed by two groups in combination, namely, college teachers of education, and principals. College teachers of education tend to evaluate importance with reference to the social values of conventional teaching procedures and employ other criteria supported by experimental evidence. Principals tend to stress the value of the activity to the efficient administration of the school unit. Judgments of supervisors may be added. The judgments of teachers regarding importance probably have greater validity when applied to activities affected by the subject matter taught.

The *desirability of teaching the activity in the training school* is at best a criterion on which accurate judgments can only be obtained when the judge is acquainted with certain facts. The judge would need to know, for example, what facilities are available in the given training school for teaching the activity efficiently, what opportunities the given group of prospective teachers would have to learn the activity "on the job," and how necessary it would be for the teacher to be familiar with the duty in order to make a good start. A rough estimate is thus the most that the criterion supplies. College teachers of education, instructors of practice-teaching courses, administrative and supervisory officials, and teachers in service are qualified to apply this criterion from their respective points of view. The college teachers of education have useful judgments regarding the value of the activity as a basis for teaching significant principles. Instructors of courses in practice teaching are qualified to estimate the efficiency with which the activity can be taught in the training school, and the importance of teaching it. Principals and other supervisors are competent to judge whether the activity can be learned advantageously "on the job" and how efficiently it is learned in the training school. The judgments of teachers again are interesting for sake of comparison but are less valid than those of the other groups mentioned. It should be recognized that the votes of school administrators and supervisors in favor of teaching an activity in the training school very often reflect a desire to have the activity taught rather than a judgment concerning the practicability of teaching it.

In summary, effective application of the criteria proposed involves the judgments of (1) prospective teachers, (2) teachers in

service, (3) supervisors, (4) principals and superintendents, and (5) college and normal school instructors of professional training courses.

When the professional groups were designated to evaluate the activities, the next step was to determine how many individuals are needed to represent each group. Theoretically it might be desirable to obtain ratings from all members of each of the designated groups who are qualified to render careful judgments. Yet since it is possible to determine statistically to what extent the returns from a sampling of each group agree with returns from the group as a whole, it is useless to undertake the labor and expense required to obtain ratings from the total number. That ratings by 25 judges are a sufficiently reliable sampling of the total group is established by the evidence presented in Chapter I, Section 7.

It may prove sufficient here to repeat that the mean coefficient of correlation by the Spearman prophecy formula between the returns from twenty-five judges and all members of the group is $.945 \pm .015$. Similar correlations were determined between returns from fifty judges, and from all members of the group. From the size of the coefficients of correlation one is justified in assuming that, if the returns are representative, twenty-five or fifty returns from a given group are fully as reliable as the refinement of the original data demands.

The following illustration of the meaning of the coefficients in terms of displacements in rank may render the foregoing statements more concrete:

> Of the fifty-seven activities (the highest 10 per cent given the highest mean rating by twenty-five teachers) it is probable that fifty-six would be given the highest mean rating if returns were obtained from all of the teachers. Of the 142 activities which are placed in the upper quartile by the mean rating of twenty-five teachers, it is probable that 138 would be similarly placed if returns were received from all of the teachers.
>
> Fifty-three activities out of the fifty-seven would probably be placed in the lowest 10 per cent by both groups of twenty-five teachers in the entire group. One hundred thirty-three duties out of 142 would probably be placed in the lower quartile by both a group of twenty-five teachers and by all of the teachers.
>
> These concrete illustrations serve to amplify the conclusion that the results of this study are highly reliable for practical purposes. We may also conclude that twenty-five returns from a given type of teachers may be sufficient for studies comparable to this.[1]

[1] Cf. R. W. Tyler, *op. cit.*, chap. vii.

Confidence in the results of sample ratings is justified, however, only to the extent that the samples represent the total in regard to particular characteristics. Unless the particular teachers, principals, and others who rate the activities express the judgments typical of a clearly *specified group,* the sampling is inadequate. In choosing the

TABLE VI

JURIES REPRESENTING PROFESSIONAL GROUPS DISTRIBUTED ACCORDING TO CONDITIONS AFFECTING THEIR JUDGMENTS

Designation	Geographical Location	Size of Community	Grades
Teachers in service	Nebraska New Jersey Illinois Wisconsin Pennsylvania	Rural Small towns Large towns Small cities Large cities	Kindergarten–II III–VI VII–IX X–XII English Mathematics Science
University of Chicago Graduates	All sections represented; mostly North-Central states	Small towns Small cities Large cities	VII–IX X–XII
Teachers of experimental schools	All sections represented	County day schools Small cities Large cities	VII–IX
Practice Teachers	Chicago	Large city	I–VIII
Supervisors	All sections represented	Large cities	I–VIII
Instructors of training courses	All sections represented	Small cities Large cities	Specialists in elementary education; specialists in secondary education

actual juries it is accordingly necessary to select the individuals with reference to conditions that may render their judgments typical.

Three conditions other than number of judges were found to affect the rankings made by each of the professional groups, namely, geographical location, best represented by states; size of community, as largely determining the social and professional problems of teaching; and grade level, as affecting the nature of the teachers' activities. In addition to these, two other types of conditions were studied, namely, the subject taught and the amount of experience in teach-

ing. Study of the former was not carried far enough to reach any definite conclusions. Study of the latter showed conclusively that experience alone is not an important factor in the ratings of experienced teachers.

In selecting judges to represent any professional group it is thus necessary to provide for whichever of the three conditions are significant for that group. Table VI shows the distribution of judges representing each of the groups selected.

The following outline shows each of the subgroups reporting within each of the major groups in the left column of Table VI. Each of the groups followed by a serial number in parenthesis made the evaluations. The other groups are introduced merely for sake of the classification.

LIST OF GROUPS FROM EACH OF WHOM ONE OR MORE SETS OF TWENTY-FIVE RETURNS WERE RECEIVED

Practice teachers—Chicago Normal College (1)
Teachers in service
- High school
  - University of Chicago graduates
    - City teachers, 1–5 years' experience (2)
    - City teachers, 5–10 years' experience (3)
    - City teachers, 10–35 years' experience (4)
    - Teachers in the city of Chicago (5)
    - Village teachers (6)
  - Graduates of other institutions
    - New Jersey teachers, large towns (7)
    - Nebraska teachers, small towns (8)
    - City teachers trained 2 years' normal and 2 years' university (9)
    - City teachers trained 4 years' university (10)
    - Teachers of English (11)
    - Teachers of mathematics (12)
    - Teachers of science (13)
- Junior high school
  - City teachers (14)
  - Teachers selected from New Jersey, Nebraska, and U. of C. graduates (15)
- Intermediate
  - City teachers (16)
  - Small-city and large-town teachers (17)
- Kindergarten-primary, small cities and large towns (18)
- One-room-rural schools, Wisconsin (19)
- Teachers of experimental schools (20)

Supervisors
City, common branches (21)
City, special subjects (22)
Principals
City high schools (23)
City elementary schools (24)
Instructors in education
Instructors of courses in practice teaching
For high-school positions (25)
For elementary-school positions (26)
Instructors of other training courses
University of Nebraska (Column D only) (27)
Members of National Society of College Teachers of Education teaching courses in secondary education (except Column F) (28)
Members of National Society of College Teachers of Education teaching courses in elementary education (except Column F) (29)

SECTION 8

GROUP EVALUATIONS COMPARED

As suggested in the corresponding section of Chapter I, the reader should examine the Summary Tables, pages 493 ff., as a basis for the discussion to follow. He should note that the figures in the tables represent the deciles in which the activities to the left of the table are placed by the judges designated and according to the criteria specified in the legend of the particular table. The conventional practice has been followed in representing the deciles so that the figure 1 in the table refers to the first decile in rank, the figure 2, to the second in rank, and so on. That is to say, when the activities are ranked according to the criterion of "importance," the figure 1 after an activity means that the particular activity is one of approximately 56 activities that are the *most* important in the entire list of 559 activities. The figure 10 means that the particular activity falls into the group of 56 activities that are *least* important.

In this connection it is important to describe an inconsistency in the form of the tables. We refer to the fact that Table A, which presents the rankings of the activities for the five types of teachers —senior high school, junior high school, intermediate, primary-kindergarten, and rural school teachers—contains 913 activities; while all the other tables contain 559 activities. This lack of uni-

formity is due to the fact that the activities of Divisions IIA and IV had to be checked for frequency (by the cross-check as illustrated on a following page) before the activities to be checked for the other criteria could be selected. Later, when the frequency ratings had been tabulated and the activities performed by 25 per cent or more of the teachers had been discovered, 354 type activities were added to the original 559 to make a total of 913. Thereupon D, I, and S ratings were obtained from the five types of teachers already referred to, and these were included in Table A. Hence the decile rankings in Table A do not correspond exactly with the decile rankings in Tables B–E. Each decile rank in Table A contains approximately 91 activities, but in Tables B–E only 56. The inconsistency is not, however, serious because the rankings in Tables B–E are all determined on the same basis of 559 activities for all four criteria, and the useful comparisons are largely confined to the data contained in these tables (B–E).

A more consistent form would have been produced had the evaluations on all the items been secured from all the judges, but the cost and labor would have been very large and the gain not great enough to warrant the additional cost. This, we repeat, is true because the tables from which most comparisons will be made show the decile ranks calculated upon the common base of 559 activities. Wherever there is a particular reason for comparing the ratings of Table A with the ratings of Tables B–E, the comparisons can be made if it is remembered that the ranks of Table A are slightly higher than the corresponding ranks of Tables B–E. Since most of the 354 activities added to Table A are ranked in the lower deciles, the effect is to increase the number of activities ranked in the upper deciles of Table A.

The cross-check table is reproduced from the original form of the check-list. It serves to illustrate the device used to determine which of the 14 activities are actually performed in connection with the 11 topics at the top of the columns. A similar device was used in Division IV to determine which of 36 type activities involved relationships with 28 different types of school official—such as local school board member, bus driver, cafeteria manager, and the like. When the relationships were determined by returns from teach-

ers in service on the following form, the activities involving the relationships were selected and organized as in Table A (Division IIA and Division IV). The selected activities were then rated for criteria F, D, and S as has been explained.

A discussion of the methods used in preparing the list of activities and in determining their curriculum value is not complete without some interpretation of the ratings contained in the Summary Tables. Chapters IV and V undertake to explain how the ratings by

SPECIMEN PAGE OF CHECK-LIST USED TO DETERMINE ACTUAL RELATIONSHIPS (DIVISION II. SUBDIVISION A. RECORDING AND REPORTING)*

Teachers' Type Activities	Admissions	Census	Health	Attendance	Tardiness	Marks	Promotions	Classwork	Withdrawals	Schedules	Personal
1. Collecting data about											
2. Tabulating data about											
3. Searching for records and reports about											
4. Making out records and reports about											
5. Using records and reports about											
6. Keeping records and reports about											
7. Filing records, reports, and correspondence about											
8. Sending records and reports about											
9. Checking records and reports about											
10. Issuing records and reports about											
11. Signing records and reports about											
12. Receiving reports about											
13. Posting reports concerning											
14. Planning records and reports											

* The table is to be read as follows: The type activities of teachers in connection with admissions may be collecting data about admissions, tabulating data about admissions, and so on with each of the fourteen type activities listed.

various professional groups may be used in checking professional courses in operation and in constructing new courses. Yet before the ratings can be put to such practical tests it is first necessary to explain how to select by means of the ratings the activities which possess the most curriculum value for any given group of prospective teachers.

On the basis of considerable experiment with the tabulated ratings it seems best to select the following three problems for explanation at this point: (1) how to compare the ratings of different profes-

sional groups for the purpose of noting significant agreements and disagreements regarding the importance of particular activities; (2) how to compare the ratings of authorities with the ratings of teachers for the purpose of distinguishing the activities that *should* be performed from the activities that *are* performed by teachers of a given type; and (3) how to compare the ratings according to the various criteria in order to determine the activities of most value in a curriculum for a given type of teacher.

Determining significant differences in importance ratings.—It is frequently necessary to compare the ratings of different professional groups to identify the activities that are considered highly important by some groups and relatively unimportant by others. Such comparisons suggest certain duties that the training curriculum should emphasize. They also suggest disagreements regarding activities that are performed so frequently as to justify intensive investigation.

To illustrate one procedure in making such comparisons, we shall assume that a curriculum is being organized for prospective teachers of intermediate grades, and that we wish to determine the activities which vary most widely in importance as rated by competent judges. Among the groups competent to evaluate the activities of intermediate grade teachers are the teachers themselves, principals of elementary schools, college professors of elementary education, and teachers of intermediate grades in professedly experimental schools that are less restricted by traditional practices.

In comparing the importance ratings of these groups as read from Table C it is necessary to notice first the activities for which the ratings of one group differ from the ratings of any one of the three other groups by three deciles or more. As elsewhere explained, a difference of three deciles in the group ratings is a very significant difference indeed, since nothing less than a conviction shared by a clear majority of the group would affect the group ratings to this extent. Among all four of the groups mentioned the ratings for importance are within three deciles in the case of 262 of the 559 activities, an agreement of 47 per cent.

A second point to be noticed in making the comparisons is the distribution of highest ratings and lowest ratings by each group

among the various divisions of the activity list. By "highest" rating is meant a rating by one or more of the four groups that is three or more deciles above the lowest rating by any one of the three other groups. By "lowest" rating the reverse is meant, that is, a rating three or more deciles below the highest rating by one of the three other groups.[1] To count the "highest" and "lowest" ratings by each group for each of the divisions is thus a means of determining the particular divisions concerning which the judgments of a given group are peculiar. The reasons for such peculiarities may then be discovered by selecting the particular activities that cause the discrepancy in the group ratings.

Table VII contains data pertinent to both of the points just mentioned. The upper section of the table shows to the left the number of activities which in Table C, pages 564 ff., are rated for importance by the group indicated—three or more deciles above the ratings by one or more of the remaining groups. The figures to the right are read in the same way to indicate the low ratings. Both high and low ratings are distributed according to the separate divisions of the check-list and according to the list as a whole. The lower section of the table shows to the left the number of activities for each division that are rated within three deciles by each of the four groups. To the right are shown the total number of activities rated by each group three or more deciles above and three or more deciles below the ratings of one or more of the three other groups.

Table VII presents many noteworthy facts regarding the judgments of the groups. Considering the highest ratings of each group it will be noted that the teachers in both public and experimental schools attach considerably greater importance to Division I (the teaching of subject matter) than do the elementary-school principals or the professors of elementary education. For example, from the original data which are contained in Table C and summarized in Table VII, the activity "Checking pupils' understanding of work to be

[1] This definition explains why the number of "highest" ratings shown in Table VII does not equal the number of "lowest" ratings for the various groups shown. For example, when a given activity receives the same rating by three groups and a rating three deciles higher by the fourth group, the median and the lowest rating are the same, hence no "lowest" rating would appear. If the fourth rating were lower, no "highest" rating would appear.

done" (61) is considered highly important by both groups of teachers and relatively unimportant by the principals and the professors. The same is true of such activities as "Distributing opportunities among individual pupils" (67), "Allowing pupils to assume adequate respon-

TABLE VII

NUMBER OF HIGHEST AND LOWEST RATINGS BY DIVISIONS
(BASED ON TABLE C, pp. 564 ff.)

HIGHEST					LOWEST			
Public School Teachers Grades III–VI	Elementary School Principals	College Professors of Elementary Education	Teachers of Experimental Schools Grades III–VI		Public School Teachers Grades III–VI	Elementary School Principals	College Professors of Elementary Education	Teachers of Experimental Schools Grades III–VI
23	10	8	33	Div. I	11	20	29	3
48	28	42	30	Div. II	24	26	41	45
10	25	28	26	Div. III	48	14	3	18
9	0	11	2	Div. V	7	7	3	9
3	5	5	4	Div. VI	7	3	4	3
7	3	12	1	Div. VII	2	5	0	9
100	71	106	96	Entire list	99	75	80	87

TOTAL NUMBER OF HIGH AND LOW RATINGS BY DIVISIONS

Number of Activities Rated within Same 3 Deciles—All 4 Groups				Sum of Highest and Lowest Ratings			
Number within 3 Deciles	Total Number Rated Activities in Each Division	Per Cent within 3 Deciles		Public School Teachers Grades III–VI	Elementary School Principals	College Professors of Elementary Education	Teachers of Experimental Schools Grades III–VI
50	108	46	Div. I	34	30	37	36
86	204	42	Div. II	72	54	83	75
72	146	49	Div. III	58	39	31	44
24	43	56	Div. V	16	7	14	11
25	38	66	Div. VI	10	8	9	7
5	20	25	Div. VII	9	8	12	10
262	559	47	Entire list	199	146	186	183

sibility" (68), "Teaching pupils to develop individual tendencies and abilities" (89), and "Teaching pupils to solve problems" (90). It is apparent from these few examples that in respect to the activities of Division I the teachers' judgments of importance deserve careful consideration. The teachers' ratings show quite plainly that in the case of teaching activities like those mentioned the judgments of

professors of education should not be relied upon exclusively in selecting the activities of most curricular value.

Passing to the highest ratings for Division II (activities in school and class management) we note a shift in the positions of the professors and the teachers in experimental schools. The fact that the professors, engaged primarily in training prospective public school teachers, give a larger number of high ratings to the activities of this division than do either the principals or the teachers in experimental schools raises an interesting question for study. For example, in Table C the following activities are rated three deciles higher by the professors than by the three other groups: "Explaining regulations with regard to pupils' routine school activities" (296), "Having pupils make excursions to points of interest" (318), "Teaching pupils to comply with social conventions" (340), "Teaching pupils to act courteously toward others" (341), "Teaching pupils to avoid accidents" (342), "Safeguarding pupils against contagious diseases" (369), "Teaching pupils to wear suitable and sanitary clothing" (371), "Teaching pupils to attend to personal proprieties" (373), and "Providing facilities and materials" (479).

As regards the activities of the other divisions, the small number of ratings shown means that the four groups are in substantial agreement so far as their ratings on the single criterion of importance are concerned. The number of activities concerning the importance of which there are noteworthy disagreements is shown by the figures in the lower right-hand section of the table. The decrease in the number of disagreements after Division III is marked. Wherever there is occasion to determine the activities concerning which the disagreement exists, they may be read from Table C by making the actual comparisons that the figures of Table VII represent. On the basis of Table VII as a whole it is plain that the public school teachers are the most emphatic and extreme in their judgments, that the college professors and teachers of experimental schools occupy about the same middle ground, and that the principals are the most nearly in agreement with the other three groups.

Evaluating teachers' ratings for importance.—The criticism has commonly been raised against activity analysis that it determines duties which *are* performed rather than duties which *should* be per-

formed. While this criticism is widespread, it is not well taken, and the investigators decided to illustrate the technique by which the duties that ought to be performed may be identified from the data contained in the Summary Tables.

The first step was to secure a complete list of activities, including not only the common, but also the preferred type activities. More specifically, when the list was in preparation it was referred to a number of experts with the request that they add all duties that ought to be performed and which were not included in the present list. In addition, a rich sampling of available literature was read for activities, with the hope of locating new duties that should be performed but which are not commonly performed. Inasmuch as a very negligible number of type activities was added from the two sources, the investigators concluded that both types of activity had been reported with sufficient completeness. This conclusion was supported by the theoretical consideration that if all the activities utilized in the schoolroom were collected they would include both those which are commonly performed and those which should be performed, with the exception of suggested duties which experts think *should* be performed but which have never been put into operation in the classroom. Apart from the wisdom of including duties which have never been tried out, it is probable that any duty which anyone has thought of as being worth performing has already been discovered by some teacher somewhere among the 700,000 teachers of the United States.

If the list is assumed to be complete, then it is possible to identify the duties which ought not to be performed, those which are commonly performed, and those which, while not commonly performed, are highly desirable. The problem is to discover a procedure, and this problem is easy to solve. Judges must be first selected who know what activities *should* be performed. In our study we have assumed that there are two professional groups who are better qualified than others to designate such duties, namely, teachers of experimental schools and professors of education. Representatives of these groups are able to identify in the complete list the duties that should not be performed, those which are most important, least important, and of medium value. This has been done, and the results are presented in Table C.

There may be differences of opinion as to the qualifications of these two groups to determine the duties that should be performed, but that is a matter of detail. We are interested only in indicating the fact that activity analysis provides a technique for determining what should be done even though the application of the technique may possibly be faulty. On the other hand it is obvious that any other techniques should be utilized that may be found to serve the same purpose. We ourselves have used every means at our disposal to identify desirable practice as opposed to merely conventional practice.

It will be of interest to make a comparison between the judgments of a so-called conventional group with a so-called progressive group regarding the importance of the activities. For example, we may compare the judgments of teachers of intermediate grades in typical public schools with those of teachers in experimental schools as shown in Summary Table C, pages 564 ff. It would be easy, of course, to exaggerate the validity of this comparison, since neither group is composed entirely of ultra-conservative nor of ultra-progressive teachers. Yet the comparisons are the more reliable on this account, and their validity is adequate for the purpose.

Among the noteworthy features of the comparison[1] the following facts are mentioned to emphasize the similarities and differences between the practice of public and experimental schools on the one hand —as shown by the frequency ratings—and on the other hand, between the policies underlying the practice as indicated by the importance ratings.

1. The number of activities of which the ratings differ by three deciles or more is 196 from a total of 559 (35 per cent), counting differences in frequency, in importance, and in both. The number of activities differing in rank by three or more deciles for frequency alone by the two groups is 97 from a total of 559 (17 per cent). This means that about 465, or 83 per cent, of the total number are performed to approximately the same extent by teachers in both types of schools.

[1] See O.R., III–43, for entire comparison on the basis of differences of three deciles or more, and also Table VIII, pp. 125 ff., for those activities differing at least four deciles with respect to frequency and six deciles or more with respect to importance.

2. In respect to the importance ratings, the teachers of both groups attach the same importance to 420, or 75 per cent, of the entire list. In respect to 139 activities (or 25 per cent) the importance ratings of the two groups differ by three deciles or more.

3. The *distribution* of activities according to the degree of difference in the ratings for importance is highly significant. That is to say, the distinction between the professional theories of the two groups is made still more emphatic when the activities are noted in which the ratings for importance differ by eight deciles, then those differing by seven, and so on.

4. This comparison makes possible the selection of the activities that represent the practice and theory of experimental-school teachers as distinct from the practice and theory of public school teachers. It is only, of course, in respect to the particular activities that such comparisons are definite and clear. The activities preferred by the experimental-school teachers are likely to represent the more progressive theories in which critics of public school procedures would like to see the prospective teacher trained. Hence comparisons between the frequency and importance ratings of the two groups reveal the specific activities in respect to which the practice and the theory of either group is at variance or in respect to which the two groups differ in practice or theory or both. While it is altogether likely that the judgments of experimental-school teachers cannot be accepted as final, their ratings when combined with those of professors of education will represent well enough the range of critical literature. The ratings for importance by the professors and by the experimental-school teachers combined will doubtless give as clear an indication of duties that *should* be performed as has been made at the present time.

To illustrate the comparisons described, Table VIII shows the ratings for frequency for the activities concerning which ratings differ by four or more deciles, and the ratings for importance that differ by six or more deciles.

Six columns of decile ratings appear on the table. Reading from left to right, columns 1 to 6 will be described. The figures in column 1 show the decile ranks for frequency of performance by public school teachers. Column 2 shows the ranks for frequency of performance

by teachers of experimental schools. Column 3 shows the differences when the frequency ratings based on judgments of experimental-school teachers are subtracted from the frequency ratings based on the judgments of public school teachers for each activity of which the frequency ratings differ by *four* deciles or more. That is to say, the figure +4 in column 3 means that the first activity is rated four deciles higher by the experimental-school teachers than by the public-school teachers. The next acitvity is rated six deciles higher by the public-school teachers. The remaining three columns are read in the same way except that importance ratings are shown instead of frequency ratings. The importance ratings are shown only when they differ by *six* deciles or more, since the differences are greater between the importance ratings and to record smaller differences would very greatly increase the length of the table. The complete list of differences may be found in Table C by those interested in carrying the illustration further.

In reading the table it is interesting to note the extent to which the differences in the ratings indicate characteristic differences in the practice and policies of public and experimental schools.

Determining activities of most curricular value for teachers of a given type.—As a third illustration of how to compare the decile ratings in selecting significant activities, we may describe one method among several of selecting the activities in school and class management that have most curricular value for a group of prospective teachers of intermediate grades. The method to be described locates the activities that meet all four criteria by applying the criteria successively to the same activities.

That is to say, one may start with the activities rated high in frequency by all groups qualified to judge. From these we may eliminate those ranked low for difficulty of learning, then those ranked low for importance, and then those ranked low for pre-service training until those of most curricular value are determined. Table IX shows a comparison of such ratings to illustrate the procedure.

Table IX contains a list of the activities that are ranked in the upper five deciles for frequency of performance by the public school teachers of intermediate grades, for whom we assume the course in school and class management is being constructed. The first column

TABLE VIII

COMPARISON OF DECILE RANKS FOR FREQUENCY AND IMPORTANCE BY TEACHERS OF INTERMEDIATE GRADES IN PUBLIC SCHOOLS AND IN EXPERIMENTAL SCHOOLS WITH RESPECT TO ACTIVITIES OF WHICH THE FREQUENCY RANKS DIFFER BY AT LEAST FOUR DECILES AND THE IMPORTANCE RANKS BY AT LEAST SIX DECILES

Serial Number	Activities	Decile Ranks					
		Frequency Greater			Importance Greater		
		1	2	3	4	5	6
		Public School Teachers	Experimental School Teachers	Column 1 Minus Column 2	Public School Teachers	Experimental School Teachers	Column 4 Minus Column 5
9...	Planning facilities for individual study	6	2	+4	.....	.....	.....
17...	Utilizing plans	2	8	−6	3	10	−7
45...	Following up pupils' responses	.....	.....	.....	7	1	+6
104...	Teaching pupils to collect necessary supplies and equipment	.....	.....	.....	8	2	+6
313...	Developing pupils' interest and attention in conferring with teacher concerning work	3	7	−4	9	3	+6
324...	Developing pupils' interest and attention in attending to classwork	2	8	−6	.....	.....	.....
327...	Developing pupils' interest and attention in conferring with other pupils	2	6	−4	.....	.....	.....
346...	Giving instructions to pupils in acting courteously toward teacher	2	8	−6	.....	.....	.....
380...	Enforcing instructions to pupils in acting courteously toward others	2	6	−4	.....	.....	.....
384...	Enforcing instructions to pupils in showing appreciations to teacher	4	9	−5	.....	.....	.....
386...	Enforcing instructions to pupils in conforming to school traditions	.....	.....	.....	3	9	−6
443...	Inspecting and evaluating pupils' behavior in rendering services to teachers	.....	.....	.....	2	10	−8
478...	Establishing authority over pupils	.....	.....	.....	8	2	+6
492...	Conducting routine school activities	.....	.....	.....	3	10	−7
494...	Conducting recess, lunchroom activities	7	3	+4	.....	.....	.....
498...	Rewarding meritorious conduct in extra-class activities	4	8	−4	.....	.....	.....
601...	Establishing cordial relations with pupils in supervising their excursions	8	4	+4	.....	.....	.....
602...	Participating in excursions	8	4	+4	9	3	+6
603...	Regulating pupils' activities on excursions	8	4	+4	.....	.....	.....
604...	Providing facilities for excursions	8	4	+4	.....	.....	.....
609...	Establishing cordial relations with pupils in assemblies	.....	.....	.....	9	3	+6
613...	Securing pupil participation in assemblies	8	4	+4	.....	.....	.....

TABLE VIII—*Continued*

Serial Number	Activities	Decile Ranks					
		Frequency Greater			Importance Greater		
		1	2	3	4	5	6
		Public School Teachers	Experimental School Teachers	Column 1 Minus Column 2	Public School Teachers	Experimental School Teachers	Column 4 Minus Column 5
614...	Selecting assembly activities	.....	.....	.....	9	3	+6
617...	Forming policies for assemblies	.....	.....	.....	10	4	+6
657...	Securing pupil participation in special programs	.....	.....	.....	9	3	+6
891...	Giving assistance to members of community at large	.....	.....	.....	2	9	−7
914...	Developing a co-operative spirit in the community at large	.....	.....	.....	2	8	−6
924...	Helping to enforce child-welfare laws against the community at large	.....	.....	.....	1	8	−7
960...	Conducting independent research	8	4	+4	.....	.....	.....
968...	Taking out insurance	.....	.....	.....	9	3	+6

shows which of these particular activities that are ranked above the median for frequency are also ranked above the median for importance by the intermediate grade teachers themselves, by elementary school principals, and by professors of elementary education. The ratings above the median for importance as made by each of the three groups are indicated by the letters: T, teachers, P, principals, and C, college professors. The middle column shows, in the same way, by which of the three groups the activities rated above the median for frequency are also rated above the median for difficulty of learning. The third column to the right similarly shows by which groups the same activities are rated above the median with respect to the desirability of teaching them to prospective teachers in the training school. The right-hand column shows the total number of checks. Assuming that the checks represent judgments of equal importance, one may use the totals to rank the activities. The figures in the "grand total" column are thus index numbers representing the relative curricular value of the activities for prospective teachers of intermediate grades.

TABLE IX

FOUR CRITERIA SUCCESSIVELY APPLIED TO THE MORE FREQUENT ACTIVITIES OF SCHOOL AND CLASS MANAGEMENT IN THE INTERMEDIATE GRADES (T = TEACHERS OF INTERMEDIATE GRADES; P = ELEMENTARY SCHOOL PRINCIPALS; C = COLLEGE PROFESSORS OF ELEMENTARY EDUCATION)

SERIAL NUMBER	ACTIVITIES DIVISION II (RANKED IN DECILES 1–5 INCLUSIVE, FOR FREQUENCY BY PUBLIC SCHOOL TEACHERS OF INTERMEDIATE GRADES)	DECILE RATINGS ABOVE THE MEDIAN												GRAND TOTAL
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
293 . . .	Explaining to pupils reasons for the performance of classroom and extra-classroom activities	√	√		2		√	√	2		√		1	5
295 . . .	Explaining regulations regarding pupils' conduct on school premises	√	√	√	3									3
296 . . .	Explaining regulations with regard to pupils' routine school activities	√		√	2									2
297 . . .	Explaining regulations with regard to personal conduct in classroom	√	√	√	3									3
298 . . .	Explaining regulations with regard to health and cleanliness	√	√	√	3						√		1	4
299 . . .	Developing pupils' interest and attention in the performance of the following activities:													
300 . . .	Observing school regulations		√	√	2			√	1					3
301 . . .	Complying with social conventions		√	√	2	√		√	2	. .	. .	. .	. .	4
302 . . .	Acting courteously toward others	√	√	√	3			√	1					4
303 . . .	Respecting desires and welfare of others	√	√	√	3		√	√	2	√	√		2	7
304 . . .	Meeting personal obligations as a member of the school	√	√	√	3	√		√	2		√		1	6
305 . . .	Developing personal traits and habits	√	√	√	3	√	√	√	3	√	√	√	3	9
306 . . .	Showing appreciation to teacher	√			1		√		1					2
307 . . .	Acting courteously toward teachers	√	√	√	3									3
308 . . .	Conforming to school customs	√	√		2									2
310 . . .	Moving about the building in an orderly fashion		√		1									1

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1–5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												Grand Total
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
311	Engaging in opening exercises and special programs										√		1	1
312	Conferring with teachers													
313	Conferring with teachers concerning work		√		1	√			1					2
317	Making up work out of school hours					√	√	√	3					3
319	Refraining from disorderly and immoral conduct	√	√	√	3	√	√		2	√	√		2	7
320	Refraining from interfering with others' work	√	√	√	3	√	√	√	3		√		1	7
321	Conforming to classroom regulations	√			1									1
322	Exercising initiative in useful ways	√	√	√	3	√	√	√	3	√	√	√	3	9
323	Taking part in routine class activities	√			1					√			1	2
324	Attending to classwork	√	√	√	3		√		1					4
325	Responding to teacher's directions and suggestions	√	√		2						√		1	3
326	Rendering services to teachers													
327	Conferring with other pupils													
328	Forming proper health habits	√	√	√	3		√	√	2	√	√	√	3	8
329	Avoiding accidents	√	√	√	3		√		1	√	√	√	3	7
330	Safeguarding against contagious diseases	√	√	√	3		√	√	2		√	√	2	7
331	Correcting physical defects	√	√	√	3	√	√	√	3	√	√	√	3	9
332	Wearing suitable and sanitary clothing	√	√	√	3	√		√	2		√	√	2	7
333	Eating proper food	√	√	√	3		√	√	2	√	√	√	3	8
334	Attending to personal proprieties	√	√	√	3			√	1					4
335	Selecting, adjusting, and caring for personal property		√	√	2	√		√	2					4

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1–5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												Grand Total
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
336	Caring for other pupils' belongings	√			1			√	1					2
337	Caring for school property	√	√	√	3		√	√	2		√	√	2	7
338	Giving instruction to pupils in:													
339	Observing school regulation	√	√	√	3									3
340	Complying with social conventions			√	1		√	√	2					3
341	Acting courteously toward others.	√	√	√	3			√	1	√			1	5
342	Respecting desires and welfare of others	√	√	√	3					√		√	2	5
343	Meeting personal obligations as a member of the school	√	√	√	3	√		√	2			√	1	6
344	Developing personal traits and habits	√	√	√	3	√	√	√	3	√	√	√	3	9
345	Showing appreciation to teacher						√		1					1
346	Acting courteously toward teacher	√	√		2									2
347	Conforming to school traditions													
349	Moving about the building in an orderly fashion		√		1									1
350	Engaging in opening exercises and special programs													
352	Conferring with teacher concerning work	√			1									1
354	Visiting laboratories, libraries, lavatories, and other rooms													
356	Making up work out of school hours					√		√	2					2
358	Refraining from disorderly and immoral conduct	√	√	√	3	√	√		2	√	√	√	3	8
359	Refraining from interfering with others' work	√	√	√	3	√	√	√	3	√			1	7
360	Conforming to classroom regulations	√	√		2	√			1					3
362	Taking part in routine class activities	√			1	√			1	√			1	3

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1–5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	Grand Total
363	Attending to class work	√	√		2	√	√		2			√	1	5
364	Responding to teacher's directions and suggestions	√	√	√	3									3
365	Rendering services to teachers													
366	Conferring with other pupils													
367	Forming proper health habits	√	√	√	3	√	√	√	3	√	√	√	3	9
368	Avoiding accidents	√	√	√	3		√	√	2	√	√	√	3	8
369	Safeguarding against contagious diseases	√	√	√	3	√	√	√	3	√	√	√	3	9
370	Correcting physical defects	√	√	√	3	√	√	√	3	√	√	√	3	9
371	Wearing suitable and sanitary clothing	√	√		2			√	1					3
372	Eating proper food	√	√		2	√	√	√	3		√		1	6
373	Attending to personal proprieties	√		√	2									2
374	Selecting, adjusting, and caring for personal property	√	√	√	3	√		√	2			√	1	6
375	Caring for other pupils' belongings		√	√	2			√	1					3
376	Caring for school property	√	√	√	3						√	√	2	5
377 378	Enforcing instructions to pupils: Observing school regulations	√	√	√	3									3
379	Complying with social conventions	√			1	√			1	√			1	3
380	Acting courteously toward others	√	√	√	3					√			1	4
381	Respecting desires and welfare of others	√	√	√	3					√	√	√	3	6
382	Meeting personal obligation as a member of the school	√	√	√	3	√			1	√	√		2	6
383	Developing personal traits and habits	√	√	√	3	√	√	√	3	√	√	√	3	9
384	Showing appreciation to teacher						√		1					1

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1–5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												Grand Total
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
385	Acting courteously toward teacher	√	√	√	3					√			1	4
388	Moving about the building in an orderly fashion	√	√		2	√	√		2					4
389	Engaging in opening exercises and special programs										√		1	1
390	Conferring with teacher													
391	Conferring with teacher regarding work													
393	Visiting laboratories, libraries, lavatories, and other rooms					√			1					1
395	Making up work out of school hours					√		√	2					2
397	Refraining from disorderly and immoral conduct	√	√	√	3	√	√		2	√	√	√	3	8
398	Refraining from interfering with other pupils' work	√	√	√	3	√	√	√	3	√			1	7
399	Conforming to classroom regulations	√	√		2	√			1					3
401	Taking part in routine class activities	√			1	√			1	√			1	3
402	Attending to classwork	√	√		2	√	√		2			√	1	5
403	Responding to teacher's directions and suggestions	√	√	√	3									3
404	Rendering services to teachers													
405	Conferring with other pupils													
406	Forming proper health habits	√	√	√	3	√	√	√	3	√	√	√	3	9
407	Avoiding accidents	√	√	√	3		√	√	2	√	√	√	3	8
408	Safeguarding against contagious diseases	√	√	√	3	√	√	√	3	√	√	√	3	9
409	Correcting physical defects	√	√	√	3	√	√	√	3	√	√	√	3	9
410	Wearing suitable and sanitary clothing	√	√		2			√	1					3

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1–5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												Grand Total
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
411...	Eating proper food	√	√		2	√	√	√	3		√		1	6
412...	Attending to personal proprieties	√		√	2									2
413...	Selecting, adjusting, and caring for personal property	√	√	√	3	√		√	2			√	1	6
414...	Caring for other pupils' belongings	√			1	√	√	√	3					4
415...	Caring for school property	√		√	2	√	√		2			√	1	5
416...	Inspecting and evaluating pupils' behavior in:													
417...	Observing school regulations	√	√	√	3									3
419...	Acting courteously toward others	√	√	√	3									3
420...	Respecting the desires and welfare of others	√	√	√	3							√	1	4
421...	Meeting personal obligations as a member of the school	√	√	√	3	√	√		2	√			1	6
422...	Developing personal traits and habits	√	√	√	3	√	√	√	3	√	√	√	3	9
423...	Showing appreciation to teacher													
424...	Acting courteously toward teachers	√			1									1
425...	Conforming to school traditions	√			1									1
427...	Moving about the buildings in an orderly fashion	√	√		2									2
428...	Engaging in opening exercises and special programs										√		1	1
429...	Conferring with teachers													
430...	Conferring with teacher concerning work													
434...	Making up work out of school hours					√			1					1
436...	Refraining from disorderly and immoral conduct	√	√	√	3	√	√		2	√	√		2	7

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1–5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												Grand Total
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
437	Refraining from interfering with other pupils' work	√			1	√			1					2
438	Conforming to classroom regulations	√	√		2									2
440	Taking part in routine class activities	√			1					√			1	2
441	Attending to classwork	√	√		2									2
442	Responding to teacher's directions and suggestions	√			1	√			1					2
443	Rendering services to teachers	√			1									1
444	Conferring with other pupils	√			1									1
445	Forming proper health habits	√	√	√	3			√	1	√	√	√	3	7
446	Avoiding accidents	√	√	√	3			√	1		√	√	2	6
447	Safeguarding against contagious diseases	√	√	√	3		√	√	2	√	√	√	3	8
448	Correcting physical defects	√	√	√	3		√	√	2	√	√	√	3	8
449	Wearing suitable and sanitary clothing						√		1		√	√	2	3
450	Eating proper food	√	√		2		√	√	2	√	√		2	6
451	Attending to personal proprieties	√			1			√	1	√			1	3
452	Selecting, adjusting, and caring for personal property	√			1			√	1					2
453	Caring for other pupils' belongings	√		√	2			√	1			√	1	4
454	Caring for school property	√	√	√	3			√	1		√	√	2	6
455	Opening school session	√	√	√	3					√	√	√	3	6
461	Excusing pupils													
462	Dismissing pupils													
463	Detaining pupils							√	1					1
464	Sending pupils on errands													

TABLE IX—*Continued*

Serial Number	Activities Division II (Ranked in Deciles 1-5 Inclusive, for Frequency by Public School Teachers of Intermediate Grades)	Decile Ratings above the Median												Grand Total
		Importance				Difficulty of Learning				Desirability of Teaching in Training School				
		T	P	C	Total	T	P	C	Total	T	P	C	Total	
466...	Collecting materials from pupils													
467...	Inducting new pupils		√	√	2							√	1	3
468...	Controlling tardiness and absence	√	√	√	3		√	√	2		√	√	2	7
469...	Making announcements													
471...	Using pupil assistants	√		√	2						√	√	2	4
473...	Determining traits to be taught	√	√	√	3	√	√	√	3	√	√	√	3	9
475...	Determining activities to be performed	√	√	√	3	√	√	√	3	√	√	√	3	9
477...	Expressing interest and friendliness	√	√	√	3					√	√	√	3	6
478...	Establishing authority over pupils		√	√	2		√		1	√	√	√	3	6
480...	Applying preventive measures	√	√	√	3	√	√	√	3		√	√	2	8
481...	Investigating difficulties	√	√	√	3	√	√	√	3	√	√	√	3	9
484...	Dealing with pupils who are unclean and untidy	√	√	√	3		√	√	2	√	√	√	3	8
486...	Adapting teacher's procedures to physical conditions of classroom and equipment	√	√	√	3	√	√	√	3	√	√	√	3	9
487...	Adapting teacher's procedures to individual differences	√	√	√	3	√	√	√	3	√	√	√	3	9
489...	Conducting special exercises		√	√	2		√	√	2	√	√	√	3	7
490...	Conducting study exercises	√	√	√	3	√	√	√	3	√	√	√	3	9
493...	Conducting opening exercises											√	1	1
498...	Rewarding meritorious classroom conduct			√	1						√	√	2	3
500...	Penalizing classroom misdemeanors					√		√	2	√	√	√	3	5
502...	Exhibiting effective teaching traits	√	√	√	3	√	√	√	3	√	√	√	3	9
505...	Providing worthwhile occupations	√	√	√	3	√	√	√	3	√	√	√	3	9

It will be noted that the right-hand column of Table IX shows the number of the ratings above the median for each activity, for each criterion, and for each group of judges—the maximum number being 9. This figure is a useful index of curriculum value. It is doubtless true that some activities may be more significant for a given group of prospective teachers of intermediate grades than other activities having the same index number. Yet from the standpoint of prospective teachers of intermediate grades in general, the index number probably represents the relative curricular value of the activities well enough. By selecting the activities for a course in management in the order determined by the decreasing order of the index numbers it is not likely that any highly significant activity will be missed. Naturally, if conditions are such as to place greater emphasis on the judgments of one group than of others, the ratings should be correspondingly weighted.

The following list contains the twenty activities of Division II (activities in school and class management) that have an index number of 9. These may illustrate the character of activities selected by the procedure as basic for a given course in management.

305. Developing personal traits and habits.
322. Developing pupils' initiative in useful ways.
331. Developing pupils' interest and attention in correcting physical defects.
344. Giving instruction to pupils in the development of personal traits and habits.
367. Giving instruction to pupils in the formation of proper health habits.
369. Giving instruction to pupils to safeguard against contagious diseases.
370. Giving instruction to pupils in correcting physical defects.
383. Enforcing instructions to pupils in developing personal traits and habits.
406. Enforcing instructions to pupils in the formation of proper health habits.
408. Enforcing instructions to pupils to safeguard against contagious diseases.
409. Enforcing instructions to pupils in correcting physical defects.
422. Inspecting and evaluating pupils' behavior in developing personal traits and habits.
473. Determining traits to be taught.
475. Determining activities to be performed.
481. Investigating difficulties.
486. Adapting teacher's procedures to physical conditions of classroom and equipment.
487. Adapting teacher's procedures to individual differences.

490. Conducting study exercises.
502. Exhibiting effective teaching traits.
505. Providing worthwhile occupations.

This section has undertaken to present a very few illustrations of the uses to which the evaluated list of teachers' activities can be put. The writers had to exercise self-control in limiting the illustrations to the few that have been presented. The two following chapters discuss and illustrate similar uses in somewhat greater detail and with reference to different types of training courses. Additional problems which may be studied by means of the Summary Tables will be found in Chapter VI.

CHAPTER IV

THE REVISION OF EXISTING COURSES

This chapter illustrates the use of the activity list and the Summary Tables in evaluating training courses that have already been constructed for a given institution. It is prepared with reference to the frequent occasions that require a closer adaptation of prescribed training courses to the needs of the students concerned. Generally speaking, the "contents" of such courses are of three types: the basic textbook and collateral reading, the syllabus or topical outline of the course, and the classroom discussion. The material to be presented in each of these types is about all that can be systematically selected in advance; that is, the types are fairly inclusive. Hence separate sections are devoted to each type for the purpose of indicating how the content may be evaluated with a view toward its improvement.

SECTION I

CHECKING THE ADEQUACY OF TEXTBOOK CONTENT

The Summary Tables are useful in checking the content of professional textbooks to discover the relative importance of the topics discussed, with reference to the teacher's activities.

To illustrate this use we may refer to a chapter of twenty-five pages dealing with routine and record factors in classroom management, written by an eminent authority in the field. This chapter appears in a text which has been prepared through the collaboration of many specialists in particular phases of the teacher's work.

By means of the activity list the chapter can be analyzed into its elements and the elements can be evaluated with respect both to their completeness and to their relative importance for teachers of a given type. The first step is to find the sections or divisions of the activity list with which the textbook deals, then to locate the ratings in the Summary Tables that indicate the relative curricular value of the activities for teachers of the type for whom the course is planned. In this case it is assumed that the chapter is designed

primarily for teachers of intermediate grades. Since the selected chapter deals with records and reports, the appropriate activities are found in Division II, Subdivision A, Recording and Reporting, and

TABLE X

DIVISION II. SUBDIVISION A. RECORDING AND REPORTING*—ACTIVITIES MENTIONED AND ACTIVITIES NOT MENTIONED IN A SELECTED TEXTBOOK CHAPTER

TYPE ACTIVITIES	DECILE RATINGS—COMPOSITE—INTERMEDIATE TEACHERS										
	Admissions	Census	Health	Attendance	Tardiness	Marks	Promotions	Classwork	Withdrawals	Schedules	Personal
Collecting data about	9	8	4	(6)	(7)	5	6	3	7	6	(3)
Tabulating data about	8	8	7	(7)	(8)	4	6	2	7	6	3
Searching for records and reports about	8	8	7	(8)	(8)	6	(7)	(4)	7	(8)	(5)
Making out records and reports about	(7)	7	6	5	6	3	(5)	4	(8)	7	4
Using records and reports about	(8)	(8)	6	(6)	6	4	(5)	3	7	6	3
Keeping records and reports about	7	8	(7)	5	6	4	4	(3)	6	(7)	4
Filing records, reports, and correspondence about	9	7	7	5	6	3	5	3	6	7	4
Sending records and reports	(9)	9	7	(8)	8	5	7	6	7	(8)	5
Checking records and reports about	9	9	8	7	8	5	7	4	8	7	6
Issuing records and reports about	8	8	8	8	7	5	6	4	7	7	5
Signing records and reports about	9	8	8	7	8	6	6	6	7	8	6
Receiving reports about	8	8	7	8	8	7	6	6	6	7	7
Posting reports concerning	9	9	8	9	9	7	8	7	8	(8)	7
Planning records and reports	9	8	7	8	9	7	7	4	8	7	5

* The table is read as follows: The type activities of teachers in connection with *admissions* may be *collecting data about admissions, tabulating data about admissions,* and so on with each of the fourteen type activities listed.

The figures inclosed in parentheses represent the activities mentioned in the textbook chapter.

the ratings are found in Table A (Intermediate Teachers, Composite Scores).

Table X presents both the activities pertinent to the chapter and the composite scores of the ratings by intermediate grade teachers for all four criteria. The table is read: "Collecting data about admissions" is placed in the ninth decile for curricular value

in a list of 913 activities, "tabulating data about admissions" is placed in the eighth decile, and so on.[1]

The next step taken was to analyze the text material to discover the activities treated by the author. In Table X the activities treated by the author are indicated by parentheses placed about the ratings; for example, the author treated "collecting data about attendance, tardiness, and personal matters," but did not treat "collecting data about admissions, census, health, marks, promotions, classwork, withdrawals, and schedules." Table XI reveals the fact that twenty-five of the 153 activities in the check-list were

TABLE XI

NUMBER OF ACTIVITIES TREATED IN TEXT AND NUMBER NOT TREATED IN TEXT DISTRIBUTED ACCORDING TO CURRICULAR VALUE FOR INTERMEDIATE GRADE TEACHERS

Decile Ranks (Composite Score)	No. in Division	No. Treated in Text
2	1	0
3	9	2
4	13	1
5	14	3
6	26	2
7	40	6
8	38	10
9	12	1
Totals	153	25

treated by the author and that 128 were omitted. However, the number of topics treated is obviously not an adequate basis for criticism, because the author's treatment was confined to twenty-five pages, a space too small for the discussion of a large number.

A closer examination, however, reveals more serious discrepancies. These are emphasized in Table XI. It will be noted that in Division II, Subdivision A, there is one activity which ranks in the second decile among the 913 activities of the Commonwealth list and that this activity was not treated in the text; nine activities are ranked in the third decile and two of them are treated in the text, and so on.

[1] Table X is extracted from Summary Table A, pp. 493 ff. See O.R., IV–1, for other material from the full list applicable to the chapter as a whole.

The curricular value of the activities treated in the text, as compared with the activities not treated, is apparent when the number of activities above and below the median decile rating (the fifth) are contrasted in Table XI. Of the 153 activities in the check-list which concern records and reports, 37 are in the fifth decile and above and 116 are below the fifth decile. Yet of the 25 activities treated in the text, only six are above the fifth decile. That is to say, the proportion of activities at or above the fifth decile in both lists is approximately the same—24 per cent—yet one would suppose that in selecting only 25 activities for discussion from the complete list of 153, the author would have selected the more important ones.

This method of checking the importance of the textbook activities facilitates the selection of the most significant activities when conditions allow only a few to be treated. It is entirely probable that with the data of Tables X and XI at hand while organizing the chapter, the author would have modified his selection of topics. Whether one uses the composite judgments of intermediate teachers rather than their judgments for frequency, difficulty, and importance, separately, and whether other than teachers' ratings are used, is for the author to decide. Whatever ratings best represent curricular value for the students may be utilized. Yet no matter which criteria are used, the ratings are helpful in evaluating the completeness and the significance of the textbook content on the basis of the teaching activities discussed.

In addition to checking for completeness, it is possible to check the text material for depth of treatment. Five successive depths of treatment may be distinguished, as follows: (1) the activity is merely mentioned, (2) the activity is described in sufficient detail to make its meaning clear to students unfamiliar with it, (3) the activity is discussed to the end of defining difficulties commonly met in performing it, (4) the activity is discussed to show methods of overcoming its difficulties, and (5) the activity is discussed with sufficient thoroughness to define principles or informational statements that support accepted methods of performing it.

When the criterion of depth was applied in this treatment of the twenty-five activities in the chapter examined, the following results were obtained: The figures to the right show the levels of depth to

which the discussion of the 25 activities dealing with records and reports was carried. The first activity, "keeping official register, etc.," was merely mentioned, i.e., was carried to the first level.

CHECK-LIST ACTIVITIES MENTIONED IN THE TEXTBOOK

	Intensity
1. Keeping official register with permanent record data therein (185)*	1
2. Using records to study educational problems (179)	2
3. Sending attendance record to principal daily (211)	1
4. Making attendance records at a fixed time each session regularly (163)	4
5. Asking other pupils for reasons to explain absence on first day (127)	1
6. Sending list of absentees on first day to attendance officer (208, 211)	1
7. Taking record of absences and cases of tardiness twice daily (127–28; 139–40; 163–64)	1
8. Checking first day's attendance against list of all pupils who should be in the particular room out of the given school district (220, 221, 223)	1
9. Checking provisional classification (226)	2
10. Making age-grade table and grade-progress table (166)	2
11. Keeping daily lesson plan book (191)	2
12. Recording at the end of each period an estimate of the work of each pupil who participated (167)	1
13. Making three copies of daily program of work; posting one in room for convenience of pupils; posting one outside room for visitors and supervisors; sending one to principals' office (169, 217, 277)	1
14. Making out record of attitudes and social habits (170)	2
15. Keeping personal record, listing the names of pupils and subjects taught (194)	2
16. Securing the data called for in the official register from all pupils entering school for the first time (134)	4
17. Keeping recreational and extra-curricular record of each pupil in the class (194)	2
18. Using card file instead of permanent record book (unspecified, 171)	1
19. Keeping list of supplies requisitioned and the textbooks distributed (Division VII—1,000)	2
20. Making inventory of room equipment (Division VII—1,000)	2
21. Being responsible for admission cards (160)	2
22. Being responsible for discharge and transfer cards (168)	2
23. Being responsible for promotion cards (166)	1
24. Making record of pupils' grades (167)	2
25. Supervising corrective exercises for minor physical defects (based on records of health) (174)	2

* The figures in parentheses are the serial numbers whereby the activities may be located in Table A.

SUMMARY

No. of Activities in Textbook Chapter	Level of Intensity
10	1
13	2
0	3
2	4
0	5

Here it will be noted that ten of the twenty-four activities treated by the author are merely mentioned (first level), and that thirteen of them are mentioned and talked about (second level). In the case of only two were methods of performing the activities described (fourth level). Without taking a position on the data, which are intended merely to explain the technique, the question may be raised as to whether or not the textbook discussion that merely mentions or describes the activities is as valuable either to students or to teachers in service as a discussion that defines and solves the difficulties involved.

This analysis of textbook content by means of the Summary Tables indicates a procedure by which textbook writers may systematically select topics for treatment and by which critics of text material, including the instructors of training courses, may analyze content in terms of the activities treated.[1]

SECTION 2

CHECKING TOPICAL OUTLINES

The Summary Tables may be used to check the topical outline or syllabus of a training course in much the same way that they are used to check textbook material. Essentially the method consists in having the instructor or faculty committee go over the topics of the course outline in connection with the check-list of activities, indicating for each topic the activities upon which the topic most directly bears. The number of activities related to a given topic thus indicates the "activity value" of the topic. That is to say, the number of activities related to the topic is an index of the extent to which the topic applies to the teachers' professional duties. Furthermore, since the curricular value of each activity can be determined from

[1] See O.R., IV–2, for similar analysis of another typical textbook chapter.

the tables, the relationship between the activities and the topics makes it possible to select the topics of most curricular value.

Various exploratory studies have been made to try out this method of evaluating topical outlines, and two of these will be described. The first concerns the evaluation of an introductory professional course for prospective high-school teachers. The course comprises three units, each unit constituting a major course and continuing for three months. The first unit is devoted to a comprehensive description of the public school system and the place of the teacher in the system; the second unit is devoted to methods of teaching, and the third concerns the problems of testing and management. The second exploratory study applies to a course in educational psychology. A graduate course enrolling several experienced teachers of educational psychology in normal schools jointly prepared a topical outline of the course. This outline was then checked against the activity list.

The first illustration may be introduced by the statement that the instructor of the introductory course was primarily interested in acquainting students with the terminology and factual information necessary for wide reading in professional literature. He was accustomed to lay considerable stress on the basic theories of teaching and school management. Consequently the topical outline of the course did not closely parallel nor represent the activities in performing which the teachers presumably would utilize the factual information.

The procedure followed in checking the topical outline consisted in preparing a form with wide spacing between each topic and with lines running to the margin, on which the serial number of the activities related to each topic could be written by the instructor of the course. The instructor then considered each topic in turn and entered the numbers of the activities which he considered to be significantly related to each topic. Table XII gives a summary of the result. It will be noted that no activities whatever were considered closely enough related to be introduced in the study of 115 of these topics, twenty-seven of the topics were related to one activity each, and so on.

It is not necessary to reproduce the activities with the related

topics in order to indicate the procedure.[1] The activities most significantly related to the topics were undoubtedly identified in the case of most topics. However, considering that the course extends through the entire college year, it is interesting to note that so few activities were related to the topics. For example, one major topic of the course is "extra-curricular activities." This topic is discussed in terms of the principles and values governing extra-curricular activities in high schools. For this topic of the outline the instructor

TABLE XII

NUMBER OF TOPICS IN A COURSE OUTLINE WITH THE NUMBER OF TEACHING ACTIVITIES RELATED TO EACH

Number of Topics Related	Number of Activities
115	0
27	1
16	2
8	3
3	4
5	5
5	6
5	7
2	8
2	9
3	10
8	11–15
1	16–20
0	21–25
2	26–30

did not select *any* activities of the check-list, even though the check-list devotes one entire division (Division III) to this phase of the teachers' work. The instructor's failure to select these activities for treatment in the course no doubt resulted in part from his preference for the theoretical treatment and his judgment that time did not permit the adequate treatment of both principles and activities.

The fact that in organizing and conducting the course the instructor might have selected the activities to better advantage is suggested by Table XIII. This table shows the activities of the check-

[1] See O.R., IV–3, for complete list of topics, with number of activities related to each.

list that were *not* selected by the instructor for use in presenting any topic and which in addition are above the median in respect to curricular value for prospective high-school teachers. In this case curricular value was represented by the average of the decile ratings assigned the activity with respect to each of the four criteria. The ratings for frequency are those of the University of Chicago graduates, who are well qualified to indicate which duties the students enrolled in the given course will later have to perform. The ratings for difficulty of learning are those obtained from high-school principals, who likewise may be considered competent to indicate the duties with which inexperienced teachers have most trouble. The ratings for importance are those of professors of secondary education, and the ratings on the desirability of pre-service training are those obtained from supervisors of practice teachers in high-school subjects.

Without in any sense wishing to argue that a course for prospective teachers should be confined to the study of the significant activities in teaching, one may note in the foregoing list many activities that most inexperienced teachers need to have analyzed and explained at some length. If the index of curricular value is as valid as we believe, it would follow that at some point in the training program the significant activities should be described, together with the problems to be avoided or solved and the theoretical principles needed to give coherence and unity to the course. It may be seriously questioned whether any treatment of the principles that govern the performance of these activities can be highly effective unless the application of the principles to the activities is made explicit. Conversely, it may be questioned whether the principles can be selected to best advantage unless the selection is determined in part by the curricular value of the activities. For example, the first activity of the list "Defining general objectives for the grade or subject" has an average decile rating of two. This activity is performed with only median frequency by University of Chicago graduates. However, it is considered by high-school principals as among the most difficult duties to learn to perform. It is regarded by professors of secondary education as among the most important duties of high-school teachers, and it is considered by supervisors of practice teaching as being

TABLE XIII

ACTIVITIES RATED AS ABOVE MEDIAN CURRICULAR VALUE AND NOT SELECTED BY THE INSTRUCTOR OF THE COURSE FOR TREATMENT IN CONNECTION WITH ANY TOPICS OF THE COURSE OUTLINE

ACTIVITIES HAVING AN AVERAGE DECILE RATING OF 5 OR ABOVE WHEN RATED BY THE FOUR GROUPS INDICATED AND ACCORDING TO EACH OF THE FOUR CRITERIA	UNIVERSITY OF CHICAGO GRADUATES	HIGH-SCHOOL PRINCIPALS	PROFESSORS OF SECONDARY EDUCATION	SUPERVISORS OF PRACTICE TEACHING IN HIGH-SCHOOL SUBJECTS	AVERAGE
	F	D	I	S	
Division I. Subdivision A. Teaching Subject matter:					
19. Defining general objectives for the grade or subject	5	1	1	1	2
23. Utilizing objectives	3	1	2	1	2
30. Selecting subject matter with reference to pupils' needs	2	1	1	2	2
51. Indicating pupils' difficulties and errors	1	10	3	4	5
73. Inspecting pupils' work and methods of study	1	10	3	7	5
Division I. Subdivision B. Teaching Pupils To Study:					
93. Teaching pupils to make economical use of time	1	3	2	2	2
Division II. Subdivision B. Activities Involving Contacts with Pupils:					
293. Explaining to pupils reasons for the performance of classroom and extra-classroom activities	3	7	3	6	5
328. Developing pupils' interest and attention in the forming of proper health habits	6	4	4	3	4
331. Developing pupils' interest and attention in correcting physical defects	7	3	2	4	4
333. Developing pupils' interest and attention in eating proper food	7	1	4	6	4
335. Developing pupils' interest and attention in selecting, adjusting, and caring for personal property	5	4	5	7	5
367. Giving instruction to pupils in the forming of proper health habits	6	6	1	3	4
369. Giving instruction to pupils in the safeguarding against contagious diseases	7	7	2	3	5
370. Giving instruction to pupils in the correction of physical defects	7	4	3	3	4
371. Giving instruction to pupils in wearing suitable and sanitary clothing	7	7	4	2	5
382. Enforcing instructions to pupils in meeting personal obligation as a member of the school	3	8	2	3	4
406. Enforcing instructions to pupils in the forming of proper health habits	6	1	4	3	4
408. Enforcing instructions to pupils in the safeguarding against contagious diseases	7	3	3	3	4

TABLE XIII—*Continued*

Activities Having an Average Decile Rating of 5 or Above When Rated by the Four Groups Indicated and According to Each of the Four Criteria	University of Chicago Graduates	High-School Principals	Professors of Secondary Education	Supervisors of Practice Teaching in High-School Subjects	Average
	F	D	I	S	
410. Enforcing instructions to pupils in the wearing of suitable and sanitary clothing	7	3	6	2	5
411. Enforcing instructions to pupils in the eating of proper food	7	2	5	3	4
445. Inspecting and evaluating pupils' behavior in forming proper health habits	6	2	3	3	4
446. Inspecting and evaluating pupils' behavior in avoiding accidents	7	6	4	3	5
447. Inspecting and evaluating pupils' behavior in safeguarding against contagious diseases	7	2	3	3	4
448. Inspecting and evaluating pupils' behavior in correcting physical defects	7	2	3	2	4
450. Inspecting and evaluating pupils' behavior in eating proper food	7	2	4	4	4
470. Giving educational guidance	3	1	3	1	2
475. Determining activities to be performed	5	5	3	3	4
483. Supplying remedies to pupils who are injured, sick, or fatigued	8	2	5	4	5
484. Dealing with pupils who are unclean and untidy	7	2	5	4	5
487. Conducting special exercises	9	4	6	2	5
495. Conducting study-hall activities	4	8	3	3	5
Division III. Activities Involving Supervision of Pupils' Extra-Class Activities:					
Activities involving informal contacts with pupils:					
510. Assisting individual pupils	4	7	5	6	6
Activities involved in supervising athletics:					
539. Acting as official in games	10	1	4	5	5
Activities involved in supervising other pupil organizations:					
646. Managing funds	9	5	7	9	7
Division V. Teachers' Activities Involving Relations with Members of School Community:					
906. Establishing cordial relations with parents	4	5	3	4	4
909. Establishing cordial relations with members of community at large	6	3	4	5	5
911. Developing a co-operative spirit in parents	5	3	2	1	3
912. Developing a co-operative spirit in occupational groups	8	3	5	4	5
913. Developing a co-operative spirit in social organizations	7	4	5	4	5
914. Developing a co-operative spirit in the community at large	6	2	2	2	3
916. Attending to school visits of parents	6	6	2	5	5
921. Helping to enforce child-welfare laws against parents	10	1	6	2	5
931. Participating in meetings of parents	7	4	4	3	5

TABLE XIII—*Continued*

Activities Having an Average Decile Rating of 5 or Above When Rated by the Four Groups Indicated and According to Each of the Four Criteria	University of Chicago Graduates	High-School Principals	Professors of Secondary Education	Supervisors of Practice Teaching in High-School Subjects	Average
	F	D	I	S	
Division VI. Activities Concerned with Professional and Personal Advancement					
Seeking to improve skill in teaching:					
956. Studying the community	4	3	2	3	3
Seeking to improve professional status:					
961. Preparing material for publication	7	1	5	5	5
963. Appearing before community	7	1	7	2	4
Providing for personal welfare:					
965. Saving money	2	1	3	3	2
966. Working for adequate salary schedule in system	5	2	4	5	4
967. Investing in securities	5	1	9	5	5
968. Taking out insurance	6	5	4	5	5
971. Taking sufficient exercise	2	2	1	5	3
972. Developing interest in good health	3	6	1	2	3
973. Avoiding risks to health	1	2	2	4	2
974. Taking recreation	2	1	2	4	2
975. Traveling	5	5	4	8	5
Division VII. Activities in Connection with School Plant and Supplies:					
Activities in connection with school plant:					
985. Taking precautions against fire	6	8	3	3	5

among the most practicable duties to teach in the training school. It would thus seem clear enough that this activity as such would give point to the inevitable discussion of the aims and values of secondary education.

Considerations such as these are suggested by the results obtained by checking a topical outline in the manner described. Furthermore, the data obtained by the crosscheck between topics and evaluated activities provides a useful basis upon which to evaluate the topics of the course as planned.

A second study, which also is merely illustrative, was undertaken to decide whether the evaluated activities might be checked against a list of topics for a course in educational psychology. It was found that not only was the checking possible and helpful in selecting important topics, but also that a larger number of activities were

related to the topics by the instructors of educational psychology than by the instructor of the introductory course just described. This is surprising in view of the presumably greater opportunity to discuss teaching activities as such in the latter course.

Each of twelve instructors in educational psychology compared thirty topics in the field with eighty-one check-list activities of high curricular value to elementary and high-school teachers, as indicated by the ratings. The desirable interrelationships were noted. Since the twelve instructors were more inclined to stress the connection between the topics and the activities than was the instructor of the introductory course just described, a much larger proportion of the activities was checked by the average instructor of educational psychology.[1] However, the instructor of the introductory course worked with the entire activity list of 913 activities, whereas the instructors of educational psychology worked with a selected list of only eighty-one activities. Thus the comparison is scarcely fair even when confined to the proportion of the two lists of activities that were related to the topics.

Table XIV shows a list of thirty topics obtained from catalogues of 144 state teachers' colleges together with the frequency of mention in the various catalogues. The topics are listed in order of frequency. In the column to the right of the topics are shown what percentages of the 81 activities in class and school management were related by the average instructor to each of the 30 topics.

It will be noted that in spite of the theoretical nature of the topics, no topic fails to suggest relationships with some activities. Conversely, since the eighty-one activities represent the more important duties in school and class management for the teachers concerned, the relationship represents a basis for estimating the relative importance of the topics.

As a sequel to the cross-check just described, a group of 26 instructors collaborated in preparing a topical outline for a course in educational psychology.[2] The outline contained twelve main divi-

[1] See O.R., IV–4, for list of topics comprising master syllabus for courses in Educational Psychology ranked according to the number of activities related to each topic by 12 instructors.

[2] Under the direction of Professor Goodwin B. Watson, Teachers College, Columbia University, during the summer session, 1926.

sions and 149 subdivisions. Each of the 149 subdivisions was related by each of the 26 instructors to such of the 913 activities as were

TABLE XIV

EDUCATIONAL PSYCHOLOGY TOPICS MOST FREQUENTLY MENTIONED IN CATALOGUES OF 144 STATE TEACHERS' COLLEGES AND NORMAL SCHOOLS IN 41 STATES* AS RELATED TO 81 ACTIVITIES OF HIGH CURRICULAR VALUE FOR PROSPECTIVE TEACHERS

Rank	Frequency	Topics	Percentage of 81 Activities
1	173	Original nature	6
2	112	Individual differences	9
3	108	Laws of learning	7
4	102	Physical, mental, and moral nature of pre-adolescent	6
5	89	Habit formation	8
6	66	Conscious processes	6
7.5	60	Emotions	9
7.5	60	Tests, individual and group	5
9	59	Memory	6
10	57	Physical, mental, and moral nature of adolescent	7
11	50	Nervous system	5
12	49	Principles of economy in learning	7
13	48	Measurements, statistical	4
14	47	Psychology of school subjects	6
15	42	Perception	7
16.5	39	Imagination	7
16.5	39	Association	9
18	36	Attention and interest	9
19	31	Transfer of training	5
20	28	Different levels of growth	6
21	21	Diagnosis, remedial treatment	7
23	19	Play	5
23	19	Customs and conventionality	7
23	19	Social adjustment	7
25.5	17	Problems of home, school community	7
25.5	17	Imitation and suggestion	7
27	14	Technique of study	7
28	12	Nature and evolution of society	4
29	8	Phases of social psychology	6
30	5	Technique of teaching	7

*Marion E. MacDonald. "A Catalogue Study of Courses in Psychology in State Normal Schools and Teachers Colleges." *Educational Administration and Supervision*, Vol. XIII (April, 1927), No. 4.

considered pertinent to it. Thus the sum of the activities related by all of the instructors to each of the 149 subtopics indicated the "activity value" of each subtopic in the judgment of the group. When these indices were determined, the process was reversed. That

is to say, a count was made of the number of the subtopics to which each activity had been related. This gave the "topical value" of each activity. The following list shows, for sake of comparison, ten activities taken from the first decile and ten activities taken from the tenth decile when the activities are ranked according to their topical value, i.e., according to the number of topics to which each activity was related by the 26 instructors. This number is an index of the amount of psychological content implied by the activity.

Following the two lists of activities are two lists of topics. The first shows the ten topics highest in activity value (i.e., related by the 26 instructors to the largest number of activities), and the second shows the ten topics that are lowest in activity value. Comparison of the two pairs of lists should emphasize the value of the procedure described as a means of evaluating topical outlines of any professional course for teachers.

TEN ACTIVITIES HIGHEST IN TOPICAL VALUE

487. Adapting teachers' procedures to individual differences.
473. Determining traits to be taught.
481. Investigating difficulties.
70. Providing necessary time and assistance.
3. Selecting objectives.
86. Teaching pupils to develop traits and habits.
951. Practicing in special fields.
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations.
91. Teaching pupils to improve skills and abilities.
979. Developing traits involved in maintaining friendly relations with pupils.

TEN ACTIVITIES LOWEST IN TOPICAL VALUE

16. Filing and preserving plans.
314. Filling out blanks and forms (developing pupils' interest and attention in —).
351. Giving instructions to pupils in conferring with teachers.
353. Giving instructions to pupils in filling out blanks and forms.
356. Giving instructions to pupils in making up work out of school hours.
392. Enforcing instructions to pupils in filling out blanks and forms.
443. Inspecting and evaluating pupils' behavior in rendering services to teachers.
446. Inspecting and evaluating pupils' behavior in avoiding accidents.
448. Inspecting and evaluating pupils' behavior in correcting physical defects.
581. Rewarding good work in connection with publications.

TEN TOPICS HIGHEST IN ACTIVITY VALUE

25. Methods of motivation. Developing and utilizing interests. Consequences of praise and blame, rewards and punishments.
54. Training in citizenship, through extra-curricular activities. Development of desirable traits.
56. Counseling, advising, and leading student groups. Place of coercion and punishment. Effect of prohibition.
23. General recitation procedures. Values of felt need. Value of practice in reciting. Best questions.
116. Personal appearance, first impressions: neatness, manner, voice, posture. Contribution of health.
1. Social adjustments of new students to new friends, to sororities, to teachers, to being away from home; snob and grind.
27. Problem study by pupils. How to find problems and develop ability to analyze, improving reasoning. Value of information. Steps of thinking process. Danger of teacher doing too much.
26. Assignments. Law of readiness. Importance of learning things in form in which they are to be used. Need to challenge yet be within range of possibility. Length of reading possible. Need for definite questions.
118. Psychology of leadership. Development of attitudes or responsibility, loyalty, etc.
24. Psychological versus logical methods of presenting material. Relation of interest to success.

TEN TOPICS LOWEST IN ACTIVITY VALUE

52. Special abilities. Talents and defects.
114. Development of international attitudes, civic pride, patriotism.
139. Measurement of personality traits. Ratings, pencil and paper tests, conduct tests, observations, case studies.
140. Measurement of special abilities.
121. Wholesome friendships. Causes of crushes. Dealing with transference.
122. Psychology and religious problems. Adjustment of religious and ethical standards in changing civilization.
95. Nervous breakdowns. Hypochondriacs.
45. Psychology of handwriting. Value of formal exercises; use of guides, tracing, and models. Use of standards.
48. Psychology of science. Vocabulary studies. Laboratory versus class demonstration. Development of scientific attitudes.
93. Techniques of analysis. Transference and resistance.

The relationship between the topical values of the activities as thus determined and their curricular value as determined by the Summary Tables is represented by the following coefficients of cor-

relation. They show the correspondence between the decile ranks determined by topical value and the decile ranks determined by the composite ratings of teachers of different types.

COEFFICIENTS OF CORRELATION

Between activities as ranked in the order determined by the number of topics to which each activity was related by 26 instructors of educational psychology	and	Activities ranked according to composite scores taken from ratings of	
		Kindergarten-primary teachers	.44±.02
		Intermediate grade teachers	.44±.02
		Junior high school teachers	.42±.02
		High-school teachers (U. of C. graduates)	.49±.02

The correlation tables disclose an interesting fact that applies to each of the four coefficients. The fact is that correspondence between each pair of the ranks was surprisingly close in the case of activities ranked in the fifth decile and above. Below the fifth decile, however, the trends were almost at right angles. That is to say, if the correlations had been computed between only the activities which appeared in the fifth decile or above in either list, no coefficient would probably fall below .80. Whereas if only the lower halves of the distribution were correlated the coefficient would closely approach zero. An interesting implication is that the activities of most significance to the teachers in service not merely provide the best illustrations for the principles of educational psychology but that a larger amount of psychological content is pertinent to these significant activities than to other activities of less significance.

The fact that correspondence is negligible between each pair of ranks below the fifth decile suggests that courses in educational psychology as commonly taught contain a large amount of material that applies to relatively insignificant activities. Thus the data furnish a basis for the study of such questions as whether one should not include in a theoretical course the topics related to the activities of most significance to teachers, whether one should retain such other topics as are needed to introduce the related topics and to give unity

and coherence to the course, and whether one should exclude the remaining topics regardless of their frequent appearance in conventional courses and textbooks.

SECTION 3

EVALUATING CLASSROOM DISCUSSION

Discussion of the Summary Tables as used to evaluate existing courses will be concluded by describing an attempt to analyze the content of classroom discussion. The material developed by classroom discussion is a highly important part of the contents of any course. Yet the adequacy of the discussion and its relevance to the objectives of a given course have seldom been successfully analyzed on the college level. At least one reason for the neglect of this important element of a course is the absence of any criteria against which the discussion might be checked. Since the Summary Tables provide such criteria, we have to outline a method for their application to the class discussion of a particular professional course.

A faculty committee[1] undertook to analyze the class discussion in two courses for prospective high-school teachers. The purpose of the study was to define a technique whereby class discussion might be analyzed as objectively as possible. The courses were not organized under the conventional titles such as "methods of teaching," "history of education," and the like, but rather consisted of selections from such of the conventional subfields as were judged of most value to the students. The course outline thus consisted of a list of topics representing facts and principles considered of direct value to high-school teachers. The outline was discussed in detail by a faculty committee of four members. When approved, the topics were presented to the classes and some revisions were made in the light of the students' reactions.

It was at this point that the course outline was turned over to a staff of five instructors, each of whom taught the course to different classes of prospective high-school teachers. This group of instructors met regularly throughout the year to confer on desirable modifications of the outline and appropriate methods of presenting the topics.

[1] Under the direction of Dean W. S. Gray, College of Education, The University of Chicago. See O.R., IV–5, for a more detailed account of the study outlined.

The conferences produced changes in the original outline. By the middle of the year the content of the course had become sufficiently established to permit an analysis of the various topics as treated in the classroom discussion.

The purpose of the analysis was to secure an accurate picture of the material presented to students and to determine elements of weakness that might be remedied. Two graduate students with adequate experience in teacher training[1] undertook to observe and record the discussion, thus relieving the instructors of the almost impossible task of conducting a class and undertaking at the same time to keep an accurate record of the proceedings.

The Commonwealth activity list was used as the basis upon which to record and analyze the discussion. Stenographic records of lectures and class discussions were made during a period of three months in two of the courses covered. To standardize the stenographic record a form was adopted that was employed consistently throughout the study. Distinguishing symbols were used for the following purposes among others: to distinguish the questions and remarks by the instructors from the questions and remarks by the students; to indicate whether the student replied to a direct question or whether the remark was volunteered; to indicate which of the activities of the Commonwealth list were mentioned, whether by instructor or by students; to distinguish major topics from minor topics, a major topic being defined as one that gave direction to the work of the entire period or to more than one period, whereas the minor topic was incidentally introduced and was disposed of briefly; to distinguish the topics introduced in terms of fundamental principles from topics introduced in terms of activities, that is, the principles derived from a discussion of activities were represented by one symbol, whereas a different symbol was used if the principle was introduced at the outset; and, finally, to distinguish any part of the discussion that bore no direct relation to any activity of the Commonwealth list.

In addition to the elements mentioned as having been distinguished by symbols in the stenographic record, another distinction was made that deserves considerable emphasis. It is obvious that

[1] Miss Bessie M. Fancher and Miss Mildred Dawson.

the values obtained from the discussion of any activity depend upon the "depth" to which the activity is analyzed. Since an activity that was merely mentioned would appear on the stenographic record, it was necessary to distinguish such "mere mentions" from the more searching type of discussion whereby significant implications are analyzed and developed. In order that teachers may learn how to perform the activities efficiently, it is necessary that they not only understand what the activity means but that they know what difficulties are to be met in performing it. Furthermore, the student has a right to expect that the course will present methods useful in overcoming the difficulties defined; and finally, the students' mastery of such information requires that the method shall be reduced to such principles and generalizations as are found both valid and helpful.

Consequently, symbols were used to designate the following progressive levels of depth in recording the activities:

Symbols	Interpretation
1	The activity is merely mentioned
2	The activity is described in sufficient detail to make its meaning clear to students unfamiliar with it
3	The activity is discussed to the end of defining difficulties met in performing it
4	The activity is discussed to show methods of overcoming its difficulties
5	The activity is discussed with sufficient thoroughness to define principles that support accepted methods of performing it

Table XV shows a summary of the discussion as recorded in a major course concerned with methods of teaching. The left column shows the seven divisions of the activity list. The next to the left column shows the number of activities contained in each division of the check-list. The next three columns from the left show the number of activities related to major topics and carried to the three lower levels of depth as shown in the foregoing list of five levels. The sixth column from the left shows the total number of activities mentioned in each division and discussed in relation to the major topics. The remaining columns contain the same data with respect to the minor topics. The table is read as folows: five of the 122 activities of Division I were discussed as major topics far enough to define difficulties to be met in performing them (third level of analysis); nine of the activities in the first division were discussed as major

topics to the fourth level, i. e., methods of performing the activities were discussed, and so on.

Table XV reveals a number of significant facts. The number of activities mentioned in connection with the minor topics shows clearly that many activities are repeated and in fact are mentioned almost daily throughout the course. There are but 122 activities in Division I, yet activities in Division I were mentioned fifty times in connection with major topics and 1,038 times in connection with

TABLE XV

ACTIVITIES DISCUSSED IN CLASS MEETINGS OF A COURSE ON METHODS OF HIGH-SCHOOL TEACHING

DIVISIONS*	NO. OF TOPICS IN THE DIVISIONS	NUMBER OF TREATMENTS GIVEN MAJOR TOPICS ACCORDING TO THREE LEVELS OF INTENSITY			TOTAL	NUMBER OF TREATMENTS GIVEN MINOR TOPICS ACCORDING TO FIVE LEVELS OF INTENSITY					TOTAL	PERCENTAGE
		3	4	5		1	2	3	4	5		
I	122	5	9	36	50	393	212	195	202	36	1038	84.3
II	415	0	3	2	5	60	46	26	21	7	160	13.0
III	158	0	0	0	0	1	1	0	3	0	5	.4
IV	217	0	0	0	0	5	0	2	0	0	7	.6
V	55	0	0	0	0	5	0	2	1	0	8	.7
VI	43	0	0	0	0	3	4	3	3	0	13	1.0
VII	21	0	0	0	0	0	0	0	0	0	0	.0
Total	.....	5	12	38	55	467	263	228	230	43	1231	100.0

* Division I, teachers' activities involved in classroom instruction; Division II, teachers' activities involved in school and class management; Division III, activities involving supervision of pupils' extra-classroom activities; Division IV, activities involving relationships with personnel of the school staff; Division V, activities involving relations with members of the school community; Division VI, activities concerned with professional and personal advancement; Division VII, activities in connection with the school plant and school supplies.

minor topics, a total of 1,088 mentions. At this rate each activity of Division I would be mentioned on the average about nine times during the course. Actually, however, a small proportion of the activities were discussed very much more frequently.

It is clear that activities in Divisions III–VII received very little mention. This is to be expected from the title of the course. Since the course is concerned with methods of classroom teaching and since the teachers' classroom activities are found in Divisions I and II, it is proper that the activities of these divisions should predominate. The first two divisions are shown to contain 97.3 per cent of the

activities mentioned. The data thus serve to indicate that the discussion was strictly relevant to the general objectives of the course.

The discussion of proportionately few minor topics of Division I was carried to the level of principles (72 per cent of the major topics and 3.5 per cent of the minor topics). By far the largest number of mentions are found on the first level of the analysis; that is, 393, or 39 per cent of the total. The complete record supplements the table by indicating the number of activities mentioned per day and per unit of the training course. This number reaches an average of almost 45 activities per day in that unit of the course which is concerned with the learning process. The question might be raised whether the selection of minor topics might not be improved if a fewer number of activities were treated more intensively. The example suggests how this method of analysis may be used to reveal other significant questions for study regarding the type of materials emphasized in class discussions.

TABLE XVI

ACTIVITIES DISCUSSED IN CLASS MEETINGS OF A COURSE ON ORGANIZATION AND FUNCTIONS OF PUBLIC EDUCATION

DIVISION	LEVEL OF INTENSITY OF TREATMENT GIVEN MAJOR TOPICS				TOTAL	LEVEL OF INTENSITY OF TREATMENT GIVEN MINOR TOPICS					TOTAL	PERCENTAGE
	2	3	4	5		1	2	3	4	5		
I	1	5	4	1	11	215	48	75	19	17	364	35.5
II	0	0	8	4	12	95	35	35	23	5	193	19.
III	0	0	0	0	0	35	5	4	6	1	51	5.
IV	0	0	1	1	2	87	31	17	5	0	140	14.
V	0	0	2	1	3	27	10	12	2	0	51	5.
VI	0	0	2	10	12	135	26	23	23	7	214	21.
VII	0	0	0	0	0	5	0	0	1	0	6	.5
Total	1	5	17	17	40	599	155	166	79	20	1019	100.0

Table XVI is shown for sake of comparison with Table XV. Table XVI shows the same types of data for a course on the organization of public education that are shown in Table XV for the course on methods of teaching. The significant point of comparison in the two tables concerns the first two rows of figures in each, which indicate the number of activities in Divisions I and II that

were discussed in each course. The fact that 97 per cent of the activities discussed in the course on methods of teaching were found to be in these divisions is evidence that the discussion is relevant, as has already been stated. Yet in Table XVI it will be noted that 54.5 per cent of the minor topical activities are also in Divisions I and II, with the remaining 45.5 per cent of the activities distributed among the other five divisions. The same is true of the major topics discussed in this course, of which 23 from a total of 40, or 57.5 per cent, are in Divisions I and II. The data suggest not only that overlapping between the two courses is excessive, but also that a large part of the discussion in the course on the organization and functions of public education may be irrelevant to the distinctive purposes of the course.

It is also of interest to compare the total number of activities discussed at the first level in connection with the minor topics of both courses. For the course on methods of teaching the total is 467. For the course on organization of the public school system, the total is 599. As might be expected, the number of activities discussed at the fifth level in the latter course is less than half the number discussed at the same level in the former course. Again the problem is raised for investigation—to determine how far the superficial treatment of so many activities is justified. The comparison also suggests other problems that may be effectively studied in terms of the data obtained by checking class discussion against the activity list in the manner described.

Table XVII contains a list of sixteen activities recorded as major topics in the class discussion of the course on methods of teaching. In the parallel columns to the right are shown the ratings on all four criteria and the composite by University of Chicago graduates engaged in high-school teaching, by high-school principals, and by professors of secondary education—to indicate the curricular values of the activities discussed as major topics. In the column to the far right are shown the levels of intensity to which the discussion of each activity is carried.

Table XVII serves to complete the illustration by suggesting how the evaluated activities may be used as a basis not only for checking the distribution of topics discussed and the depth to which the dis-

TABLE XVII

DECILE RATINGS AND LEVELS OF INTENSITY FOR ACTIVITIES DISCUSSED AS MAJOR TOPICS IN THE COURSE ON METHODS OF TEACHING

SERIAL NUMBER	ACTIVITIES	U. OF C. GRADUATES					H.S. PRINCIPALS					COL. INSTRUC. SEC. EDUC.					INTENSITY		
		F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	3	4	5
6.....	Planning methods of instruction	1	1	1	1	1		2	2	1	1		1	1	1	1	0	1	0
18.....	Setting up objectives	4	1	1	1	2		1	5	1	1		1	1	1	1	0	0	0
38.....	Developing interests	1	6	1	7	2		7	2	5	5		2	2	2	2	0	0	2
44.....	Selecting types of instruction	1	1	1	2	1		1	2	1	1		1	1	1	1	1	1	4
58.....	Assigning work	1	7	1	3	2		5	8	3	3		6	5	1	1	0	0	2
70.....	Conducting supervised study	1	1	1	2	1		4	2	5	5		2	2	2	2	0	0	2
72.....	Investigating pupils' needs, abilities, and achievements	1	1	1	1	1		1	1	1	1		1	1	1	1	0	0	1
86.....	Teaching pupils to develop traits and habits	1	1	1	1	1		4	1	2	2		1	1	1	1	0	1	7
89.....	Teaching pupils to develop individual tendencies and abilities	1	2	3	3	1		2	3	4	4		1	1	1	1	0	1	2
90.....	Teaching pupils to solve problems	1	1	1	1	1		5	3	6	6		2	1	1	1	0	1	3
91.....	Teaching pupils to improve skills and abilities	1	1	1	1	1		5	3	3	3		2	2	1	1	0	1	7
111.....	Teaching pupils to summarize material	1	1	2	2	1		2	4	2	2		2	2	1	1	1	1	0
112.....	Teaching pupils to memorize material	2	3	7	6	3		9	10	9	9		9	10	7	7	0	0	1
113.....	Teaching pupils to combine ideas in proper relationships	1	1	2	1	1		1	4	1	1		1	1	1	1	1	1	0
487.....	Adapting teaching to individual differences	2	1	1	1	1		7	4	6	6		4	4	3	3	0	2	2
9497.....	Rewarding and penalizing. (Following up diagnosis)	1	2	1	2	1		4	1	2	2		1	1	1	1	0	1	0

cussion of each topic is carried, but also as a basis for determining the relative curricular value of the topics.

Of the sixteen activities constituting major topics for the course in methods of teaching it is clear that some have greater curricular value than others. For example, one may compare the first activity, "Planning methods of instruction," with the activity "Teaching pupils to memorize materials" (No. 112). For each activity thirteen ratings are shown. Of these the activity "Planning methods of instruction" receives eleven ratings in the first decile and two ratings in the second decile. The activity "Teaching pupils to memorize materials," however, has only one rating as high as the second decile, two ratings in the third decile, and the remaining ten ratings below the fifth decile. From the right-hand column showing the intensity values one would conclude that greater emphasis had been placed on the study of methods of teaching pupils to memorize materials than was placed on the study of planning methods of instruction. This probably means that in the case of "Planning methods of instruction" the discussion was concerned chiefly with methods of preparing plans, whereas in the discussion of memorizing the emphasis was placed on the laws of memory. The comparison suggests, however, that the sixteen topics are of unequal curricular value, and that, generally speaking, this value should determine the extent to which the activity is analyzed and developed in the class discussion of a course on method of teaching.

In view of the fact that the sixteen activities constitute major topics in the discussion, it is also noteworthy that so little emphasis is placed on the definition of problems likely to arise in performing the activity. In the column showing the intensity value, the figure three represents the emphasis placed on the problems implied in the activities. It will be noted that for the entire list of sixteen activities there are only three entries in this column. Here again we have a check on the degree to which the class discussion is presented effectively. There is plenty of evidence to indicate that the interest and effort of prospective teachers are stimulated when the content of courses in methods is organized with reference to typical problems that confront the beginning teacher.

In concluding this chapter the writers wish to repeat that the

data regarding the courses evaluated have been supplied merely to illustrate techniques whereby the Summary Tables may be used by others for the purposes indicated. The illustrative data are believed to be typical but cannot safely be used to support generalizations regarding other courses of the same types. The techniques, however, have been tested and have proved reliable means of evaluating professional courses.

CHAPTER V

THE CONSTRUCTION OF NEW COURSES

This chapter illustrates techniques that have been explored as a means of securing raw material for three types of training course, namely, courses in methods of teaching special subjects, a course in the direction of extra-curricular activities, and a course in educational psychology. The procedures to be illustrated have all been mentioned in preceding chapters, notably in the last section of Chapter I.

SECTION I

COURSES ON THE TEACHING OF SPECIAL SUBJECTS

Exploratory studies of courses designed for teachers of special subjects were conducted in five fields, namely, elementary-school art and geography, junior high school English, mathematics, and science. The procedures common to each of the five studies are as follows: First, a particular section or unit of the public school course was adopted as a point of departure. The literature on the teaching of the given subject was then examined, and objectives appropriate to the school unit were listed. The pupil activities contained in Division I, Subdivision B, which pupils should perform in learning the specified subject matter, were then distinguished from other learning activities. Next, the teaching activities considered useful in guiding the learning activities were checked on the master-list. Next, the teaching problems were designated that are met in performing the activities. Finally, the methods and principles useful in solving the problems were determined.

For greater clarity the foregoing steps may be reduced to three, namely, selection of objectives and learning methods appropriate in teaching a given section or unit of a public school textbook, the designation of problems involved in teaching activities related to the selected learning activities, and the collection of teaching methods useful in solving the problems.

Since the activities of Division I pertaining to the teaching of

subject matter are so generalized as to apply to all subjects, it is necessary for the individual investigator himself to supply the more specific activities or methods by which the generalized activities are directly related to instruction in the special fields. That is to say, the generalized activity "Gathering reading materials," for example, would need to be analyzed into activities pertinent to English classes if the list were being used to construct a course in methods of teaching junior high school English. The activities thus secured might be such as "finding materials to read aloud to the class," "choosing a book for home reading," or "selecting a passage that best represents an idea."

The primary purpose of the present discussion is thus to illustrate the procedure by which the individual instructor may bridge the gap between the learning and teaching activities as shown in Division I of the check-list and the specific methods of performing the activities which the training course should present.

The discussion is organized according to the following plan. Major emphasis is placed on the steps mentioned as used to construct a unit of a course in methods of teaching junior high school English. The materials for this course as developed by each step are shown in some detail. Then, to show how the steps may be applied to other subjects, samples of similar materials are shown for courses on the teaching of sixth-grade geography, junior high school mathematics, and junior high school science. This arrangement has the advantage of placing emphasis squarely on the different steps and at the same time indicating certain variations in the steps as applied to the different fields of subject matter.

OBJECTIVES AND LEARNING ACTIVITIES

Different methods were employed by the instructors in collecting the specific learning activities applicable to the units of the various subjects. One method was to analyze carefully the text material in the light of the type activities chosen from the check-list. Another method was to list the specific activities recalled from personal experience in the classroom and then to submit the list to expert classroom teachers of the unit who were asked to supply omissions. A third method was to have an observer record in detail the activi-

ties of pupils in the classroom during their study of the unit. The use of all three methods is likely to produce a sufficiently complete list of pupils' activities that are significant for purposes of teacher-training in the given subject.

English literature.[1]—The basic text chosen for the seventh-grade course in English literature is Book I, *Literature and Living*, by Lyman and Hill. The volume is devoted to the general topic, "Elements of Happy and Successful Personal Life," and is organized into six units. The first of these is the unit "Making Homes." This unit was selected for analysis.

The extensive readings which serve as content for the unit are chosen with regard to the following objectives: a knowledge of the elements of successful home life, appreciation of the sentiments of a happy home life, acquiring motives and ideals that make for better participation in home life, ability to read literature understandingly and with appreciation, and development of reflective thinking in connection with the materials read. "Appreciating" is clearly the dominant pupil activity.

The thirty-seven learning activities found in Division I, Subdivision B, of the check-list were checked against the topics and twenty-five were found to be useful in forming appreciations of the unit "Making Homes." Of the twenty-five activities, twelve are ranked by experienced teachers of English in the first decile, seven in the second decile, and the remaining six in the third decile.[2] The following list shows the twenty-five activities analyzed into more specific subordinate activities relating to the particular unit of subject matter. The specific activities are shown by indention. The check-list activities themselves are indicated by the serial numbers on the left margin. The numbers to the right of the indented items refer to pages and paragraphs in Book I, *Literature and Living*, by Lyman and Hill.

[1] This exhibit of materials for a course on the teaching of English literature was prepared by R. L. Lyman, professor of the teaching of English, University of Chicago. Other extracts from the same study appear in this section wherever the course for teachers of English literature is discussed.

[2] By composite ratings of Table E.

PUPIL ACTIVITIES IN LEARNING THE UNIT "MAKING HOMES"

85. Developing useful interests, worthy motives, and sincere appreciations
    - Appreciating brother-and-sister relationships (38–2)
    - Finding the cause of family happiness (46–6)
    - Determining the causes of group happiness (60–1)
    - Talking over their own home experiences (117–1)
86. Developing habits and traits
    - Extracting the central theme (38)
    - Forming judgments from what is read (38–1)
    - Finding likenesses and differences (118–8)
87. Participating in class activities
    - Contributing to group discussion (35–4)
    - Holding round-table discussions (46–3)
    - Answering questions calling for personal experience (117–2)
    - Bringing together group judgments (118–4)
88. Establishing friendly group relationships
    - Smoothing out differences by discussion (117–middle)
89. Developing individual tendencies and abilities
    - Carrying on individual readings (46–bottom)
    - Giving individual talks (46–7)
    - Looking up special articles (51–bottom)
    - Choosing appropriate individual topics (119)
91. Improving skills and abilities
    - Finding the author's purpose (38–5)
    - Deciding between alternatives (38–3)
    - Finding important details (51–2)
    - Choosing the most important passages (60–3)
93. Making economical use of time
    - Dividing parts of group projects (118)
96. Deciding what is to be done
    - Selecting passages for memorizing (46–3)
    - Determining parts to be dramatized (60–4–a)
    - Planning to use a familiar poem (60–4–e)
98. Foreseeing results to be attained
    - Understanding when to read rapidly (117–2)
99. Planning methods of work
    - Reading parts omitted from a selection (60–2)
    - Volunteering for committee work (60–4)
100. Gathering reading materials
    - Finding materials to read aloud to the class (55–7)
    - Choosing a home reading book (pages 6–7)
    - Selecting a passage that best represents an idea (117–3)

101. Finding desired information from reading material
  Finding answers to questions (46–1)
  Reading a story for a definite purpose (47–top)
  Using the class library (62–bottom)
  Selecting part of a book best for definite purpose (118–6)
102. Obtaining information from sources other than reading
  Searching for records in music (55–4)
  Recalling observation of nature for data (118–5)
103. Recalling useful information from reading and experience
  Using experience from earlier reading (46–5)
  Using personal experience to form conclusions (51–3)
  Searching personal experience for materials (55–6)
  Choosing a prominent part (117–4)
105. Obtaining proper perspective of work
  Reading a keynote for a unit of work
  Seeing the relationship of parts of a unit (prospectus)
  Studying a picture that represents a keynote (picture)
106. Maintaining a critical attitude toward reading materials
  Critically examining the author's purpose (52–top)
  Rearranging the order of items for varying purposes (118–4)
110. Organizing material in proper form
  Finding reasons for an activity described (51–1)
  Rearranging the order of items for varying purposes (118–4)
111. Summarizing material
  Making lists of elements of happy home life (118–5)
112. Memorizing material
  Memorizing selected passage (46–4)
113. Combining ideas in proper relationship
  Comparing two pieces of literature (46–5)
114. Discussing implications of material
  Explaining meaning in one's own words (46–2)
  Suggesting another title for a selection (55–5)
115. Finding illustrations for greater clearness
  Drawing pictures to illustrate meaning (51–4)
116. Noting, outlining, and recording useful information
  Listing elements of ideal home life (118–3)
118. Obtaining criticism from others
  Talking over class differences of opinion (117–2)
119. Obtaining help from others
  Comparing individual judgments

Other subjects—geography.—An illustration from the field of geography was developed in connection with the sixth-grade unit, "The British Isles," as found in pages 5–63 of *Europe and Asia*, by

Barrows-Parker.[1] The objectives of the unit in geography, however, emphasize the understanding of factual material and the solving of problems as well as the forming of appreciations. Pupil activities pertinent to the learning of the unit were selected and analyzed like those in English just presented. Each of the 37 activities of Division I, Subdivision B, were analyzed in terms of the unit,[2] but one will serve to illustrate.

86. Developing traits and habits
  1′. Developing the habit of thinking geographically.
    1″. The unit stresses throughout the relationship of human activities to natural environment.
    2″. Means are consistently provided throughout the unit for developing the habit of *not* overstressing natural environment as a factor in explaining human activities; for seeing that natural environment factors explain men's actions only in part; that men adjust themselves to natural environment instead of being passively controlled by it; that, although there is much similarity between the work in the British Isles and that in Northeastern United States, for example, there also are various differences reflecting difference in natural environment; and that great care is needed in expressing geographical relationship ideas accurately so that natural environment is not overstressed as a part of the complex to which people adapt their activities.
    3″. The habit of reading the printed page with care in order to discover geographical relationships.
    4″. The habit of reading the facts that help one to discern geographical relationships from maps of various kinds.
    5″. The habit of constructing in imagination landscapes of varied types with the aid of pictures, maps, and word descriptions, and of reading from these landscapes the facts which show or suggest geographical relationships.
    6″. The habit of reading the facts of value in discerning geographical relationships from statistics and from diagrams.
    7″. The habit of using maps as a convenient means of recording certain types of ideas.
    8″. The habit of raising geographical problems, and of setting up *for one's self* the goals to be reached in geographical study—the habit,

[1] The illustration was prepared by Edith P. Parker, assistant professor of the teaching of geography, University of Chicago. It is continued in the section wherever geography is discussed.

[2] See O.R., V–1, for the complete analysis of each activity in terms of the unit in geography.

in other words, of asking "why" when disconcerting data are encountered, of wanting to find reasons for human activities, etc.

9″. The habit of undertaking (as effectively as is consistent with one's background and stage of development) the solution of geographical problems which one meets.

10″. The habit of extracting core thoughts and expressing the essence of a matter effectively.

11″. The habit of checking one's inferences carefully.

12″. The habit of eliminating or minimizing waste in geographical study.

13″. The habit of recalling relevant past experiences to interpret new situations.

2′. The habit of bringing geographical thinking to bear upon the interpretation of current events; of things seen in travel or read about; of problems of business; of political problems; of problems in the choice and conduct of one's own work, etc.

3′. An attitude of fairness and of sympathetic understanding in the interpretation of human activities in the light of conditions involved. For example, the attitude developed toward the people of the Irish Free State is not one of accusation for not using to best advantage the agricultural opportunities their land affords, but one of accounting as their misfortune the imposed artificial conditions of land holding which handicapped them.

4′. A perspective and breadth of outlook based on breadth of experience with, and knowledge of, the work of many peoples, which helps to fit one for world-citizenship.

5′. Accuracy, involving scientific honesty, in the interpretation of tools of information and in the expression of results. (See 1″ and 11″, above.)

6′. Patriotism without blatancy—patriotism which involves a desire to have one's country make best uses of its natural resources and adopt fair policies in international relations.

7′. Independence of thought, originality, self-confidence, self-control, regard for high standard of work, industry, capacity for the enjoyment of worth-while activities, capacity for sustained, purposeful activity, seriousness of purpose and other general traits to the development of which the study habits contribute.

Mathematics.—The unit of "Directed Numbers" was developed[1] in the field of mathematics on the basis of the material contained in *Junior Mathematics*, Book II, by E. R. Breslich. Since the objectives for the unit place major emphasis on the development of skills, the

[1] By Charles A. Stone, University (of Chicago) High School. Other extracts from the same study are shown wherever the course in mathematics is discussed.

learning activities pertinent to the unit are noticeably different from those of the English and geography units. Sixteen of the 37 type activities of Division I, Subdivision B, were found to be appropriate. One typical activity is analyzed as follows:[1]

91. Improving skills and abilities (in the use of positive and negative numbers)
- Using textbook, ruler, co-ordinate paper for measuring line segments
- Using addition in solving equations
- Adding terms of a polynomial without parenthesis
- Adding terms of a polynomial with parenthesis
- Subtracting signed numbers in equations
- Subtracting similar quantities
- Subtracting polynomials
- Multiplying signed numbers
  - fractions
  - decimals
  - parentheses
  - polynomials
- Using multiplication in equations
- Dividing signed numbers
  - fractions
  - decimals
  - polynomial or monomial
  - cancellation
- Using division in equations
- Reading fractions
- Reducing fractions
- Understanding fractions
- Using fractions
- Adding fractions
- Adding by rule
- Subtracting by additive or change-making method
- Subtracting by finding differences between readings on thermometer scale
- Subtracting by rule
- Multiplying signed numbers by arithmetic numbers
- Finding sign of product by law
- Cubing
- Squaring
- Adding
- Subtracting
- Multiplying
- Substituting

[1] See O.R., V–2, for the complete analysis in terms of the mathematics unit.

Replacing two signs by single sign
Finding powers of positive and negative numbers
Working for skill.

Science.—The objectives for the unit stressed the forming of appreciations and the solving of problems. Twenty-five type activities of the 37 in Division I, Subdivision B, were found pertinent to the unit "Bacteria,"[1] as organized for a ninth-grade course in general science (in Project IV, *The Science of Everyday Life*, by Van Buskirk and Smith). For sake of comparison with the mathematics unit, the same type activity is chosen to indicate the character of the analysis.[2]

91. Improving skills and abilities (classroom)
Using microscope
Reading science materials intensively and extensively
Making graphs
Making tables from statistics
Interpreting tables and graphs
Collecting material
Making reports
Making culture media
Mounting slides
Sterilizing
Giving attention
Making drawings
Keeping course books
Making surveys
Illustrating

In summary it will be noted from the examples shown that the type activities of Division I, Subdivision B, are useful in suggesting learning methods appropriate to specified units of subject matter in elementary and junior high school grades. That learning activities are an important element in the construction of a course in methods of teaching the special subjects should be apparent.

TEACHING ACTIVITIES AND PROBLEMS

The next type of material to be developed was a list of the teaching activities whereby the specified learning activities are directed.

[1] Prepared by Harry A. Cunningham, professor of the teaching of science, Kent State Normal College, Kent, Ohio. Extracts from the same study are shown in this section wherever the course in science is discussed.

[2] For complete analysis of other type activities, see O.R., V–3.

These were selected from Divisions I and II of the check-list. The method of selection consisted in choosing a small number of the learning activities to represent different types of instruction, then in noting the teaching activities applicable to each. The remaining learning activities of the check-list were then considered in turn for the purpose of selecting others of equal importance to the unit.

When the teaching activities were thus identified from the check-list they were analyzed in terms of the given unit of subject matter by noting specific applications. From the list of teaching activities thus analyzed, those most difficult to perform were selected as problems deserving careful study. In designating the problems from the list of activities the ratings for "difficulty of learning" by teachers of the given subject were found useful.[1]

English literature.—A list of teaching activities was thus selected from the check-list and analyzed with reference to the English literature unit, "Making Homes." The activities considered likely to present the more serious difficulties to teachers are as follows:

28. Selecting subject matter with reference to pupils' interests (e.g., introducing discussions of school events, pupils' hobbies, topics by pupils)
29. Selecting subject matter with reference to pupils' abilities (e.g., providing practices in skills needing development, recognizing individual abilities in selecting collateral reading)
30. Selecting subject matter with reference to pupils' needs (e.g., providing material useful to individuals concerned)
40. Suggesting new interests (e.g., exposing pupils to good magazines, encouraging optional work, providing opportunity for self-expression)
45. Following up pupils' responses (e.g., developing topics, correcting statements, answering questions)
46. Showing relationships in presentation of materials (e.g., relationships between subject and life, between parts of course, between different subjects)
48. Presenting supplementary material (supplying background, developing topics in sufficient detail)
52. Suggesting methods of overcoming difficulties (e.g., explaining solutions, suggesting remedial work, deciding when to offer suggestions)
53. Utilizing pupils' contributions from reading and experience (e.g., using pupils' questions, discussing projects undertaken by pupils)
62. Adapting assignments to the abilities and needs of the class (e.g., determining best time for making assignments, determining scope and difficulty of assignments)

[1] As shown in Table B.

63. Adapting assignments to the needs of individual pupils (e.g., making assignments according to individual needs and abilities)
67. Distributing opportunities among individual pupils (e.g., distributing questions evenly, encouraging slow pupils)
68. Allowing pupils to assume responsibility (e.g., making pupils responsible for preparation of work, for conduct of class activities, for criticism of pupils' contributions)
70. Providing necessary time and assistance (e.g., conducting supervised study periods, holding private conferences, allowing time for individual help in class)
75. Inspecting pupils' work and methods of study (e.g., seeing that work is neat, checking efficiency of study methods)
78. Diagnosing pupils' difficulties and needs (e.g., finding causes for pupils' test results, locating special needs of individual pupils)
82. Expressing interest in individual pupils through such traits as sympathy, loyalty, friendliness, good humor)

Similar lists of the more difficult teaching activities related to the unit were prepared in the other subjects. Then from each list about five major problems were selected for which methods of solution might be collected in some detail. The problems were defined by checking the teaching activities against the pupil activities and noting such of the former as were considered most difficult to perform successfully. From the list of difficult activities appropriate to the English unit the following four major problems were defined:

A. How to select and adjust reading material to individual interests, abilities, and needs.

B. How to arouse new interests in the reading contained in the unit.

C. How to help pupils see relationships between reading and matters of daily life.

D. How to diagnose and remedy pupils' reading weaknesses.

OBTAINING SOLUTIONS FOR PROBLEMS

Having thus defined a few major problems met in teaching each of the units, the next step consisted in finding solutions for the problems. Solutions to problems in teaching the given subject are naturally the essential content of a special-methods course. The solutions are obtainable by four methods that any instructor may employ: recollection from personal experience, selection from professional

literature, collection from authorities by personal interview, and obtaining them from authorities by correspondence. The use of all four methods in the order named is usually necessary. Where conditions permit it is, of course, desirable to employ a fifth method, namely, classroom experiment under conditions sufficiently controlled to determine the relative merit of the solutions obtained.

English literature.—Solutions for the problems of the English literature unit were obtained by personal interview from one authority in response to a list of questions. The list of questions is reproduced, then the solutions are shown for the first question under the first problem, as a sample of the data obtainable by interviews.

QUESTIONS FOR ORAL INTERVIEW

Problem A. *How to select and adjust reading material to individual interests, abilities, and needs.*

1. How to diagnose or estimate specific abilities and needs.

2. How to select and make accessible to individual pupils the reading material appropriate to experience, abilities, and needs.

3. How to estimate the relative difficulty of subject matter.

4. How to overcome various specific difficulties that arise in conducting the class period when different pupils are engaged with different types of reading assignments.

5. How to follow up the reading done by individual pupils in order to make it produce the desired effect.

Problem B. *How to arouse new interests in the reading contained in the unit.*

1. How to anticipate specific interests that the reading might foster.

2. How to present reading materials alluringly before the pupils have read them.

3. How to suggest interesting implications in the reading that pupils might miss without their being suggested.

4. How to stimulate and direct exchange of views among the members of a class to the end that sincere appreciations may be shared and intensified.

Problem C. *How to help pupils see relationships between reading and matters of daily life.*

1. How to determine matters of present interest to which reading may be related.

2. How to select supplementary reading appropriate to such interests.

3. How to estimate reading interests that pupils are most likely to pursue after leaving school so that supplementary reading may be selected which appeals directly to such interests.

Problem D. *How to diagnose and remedy pupils' reading weaknesses.*

1. What sorts of tests are most advantageously employed to determine pupils' difficulty in thought getting?
2. What immediate treatment do you apply to pupils who are unaffected by literary charm and read merely for the story?
3. How do you encourage pupils to analyze the meaning and spirit of the materials read?
4. How do you go about correcting pupils' interests in trashy books?
5. How do you encourage pupils to compete against their own best records in the attempt to improve their rate and comprehension of silent reading?

SOLUTIONS PROPOSED BY ONE AUTHORITY FOR ONE PROBLEM

Problem A. *How to select and adjust reading material to individual interests, abilities, and needs.*

1. How to diagnose or estimate specific abilities and needs.

The more important methods of diagnosing specific abilities and needs in junior high school English classes are three, namely, appropriate standardized tests, observation of individual pupils at work, and more or less systematic study of English needs in the given community.

Standardized tests may be used to divide a seventh-grade class into sections which differ in reading ability. So divided, the needs and abilities of each group will be more nearly uniform. Greater uniformity may be obtained if standardized comprehension tests are supplemented by the teacher's estimate of individual abilities and needs as the classroom activities indicate them. When pupils do a large part of their reading within the class period, the teacher can make satisfactory estimates of reading skills and attainments by observing individual pupils at work and noting significant responses.

On this account the actual tryouts in the first few weeks of the course are often more reliable bases for judgment than the results of tests, especially when complicated problems of comprehension and appreciation of literature are involved.

Classroom estimates of pupils' abilities and needs should be supplemented by a study of the school community. By this it is meant that the reading interests of a community indicate in a helpful way the points beyond which it is difficult to carry the average pupil. There will, of course, be many exceptions. Certain pupils will need special training in the fundamental skills before reading becomes sufficiently easy to become a useful source of learning and pleasure.

Other pupils will display a superior ability that calls for large enrichment of any course designed for the average or typical pupils of the community. Reference to the literary taste of the community, however, is sometimes useful in avoiding an inappropriate type of instruction and in selecting materials adapted to the predominating interests and abilities of the given group.

Solutions for teaching problems in other subjects.—Solutions were obtained for the problems identified in the units of the other school subjects. The solutions shown in the foregoing list for English and in the following lists for other subjects, it should be carefully noted, were obtained only for the half-dozen or so teaching activities considered most difficult in the light of the ratings of Table A and of the instructor's acquaintance with the students' needs. To obtain and organize solutions for all of the difficulties involved in each of the activities related to the subject would be equivalent to writing an entire course in special methods. Since the purpose here as elsewhere is rather to illustrate a procedure than to present findings, the solutions appearing on the following pages are merely samples. To economize space, solutions for each unit are shown for only one problem.

Geography.—The following five major problems were defined for the geography unit:

A. Leading pupils to get clear ideas and accurate images from various types of materials, thus providing themselves with concrete bases for reasoning.

B. Leading pupils to combine ideas so as to raise and solve problems and see man's relationships to his natural environment.

C. Leading pupils to discover core thoughts, to sense the relative importance of given facts toward the attainment of a given goal.

D. Leading pupils to summarize and record conclusions and relationships accurately.

E. Leading pupils to apply geographical thinking to practical problems intelligently, with confidence, but with proper caution.

Solutions were obtained for each of the five problems.[1] For an example, some solutions for problem D are as follows. It will be noted that principles are stressed.

[1] For solutions to the other four problems in the teaching of geography, see O.R., V–4.

The accurate summarizing and recording of essential ideas present striking difficulties to pupils because of their difficulties in clear expression. The keeping of a notebook in which such ideas are cumulatively recorded from time to time provides a stimulus for growth in this direction. Suppose, for example, that, in recording reasons for specialization in manufacturing in various districts of Britain, a pupil writes as outline headings: "The reasons for specializing in metal wares in the South Wales district"; "The reasons for specializing in cutlery in Sheffield," and so on. Suppose that the teacher in each instance crosses out the "the" at the beginning of the phrase and writes in red ink "some," and that he later shows the pupil why "the" is inaccurate, in that it implies that these are *all* the reasons, whereas in reality they are only *some* of them, those for the most part which are relations between men and natural environment. When the pupil comes to outline reasons for the importance of British trade, for example, he has in his notebook those red ink reminders, and if he is skilfully led by the teacher to profit by past experience, he now phrases the point on his outline "Some reasons for the importance of British Trade." If he does not so profit, the notebook correction should point out the increasing seriousness of repeating this mistake. Thus, in time, the pupil learns to guard his statements of geographical relationships by such words or phrases as "some" instead of "the": "These are among the reasons" instead of "These are the reasons"; "These help to explain" instead of "These explain"; and so on.

Give pupils examples of good summary statements as patterns. For example, since this is the first time pupils have met the "arrow" form of expressing relationships, the relationships are expressed for them, and *copied* in their notebooks. At the same time exercises are provided which insure a careful perusal of them and a reclassification as they are copied so that the copying is motivated and cannot be merely mechanical. In later units, after such experience, similar relationships are expressed by the pupils.

It is essential to make summaries in forms which do not involve so much "expression" difficulty that pupils are unduly discouraged and distracted from the thought involved by mechanical troubles. "Listing" is more effective than writing paragraphs in most instances.

The competitive interests may be utilized by the teacher in improving accuracy in making summary statements, maps, diagrams, etc. One device legitimately employed in this connection is the making of a class notebook. The pupil who makes the best summary of a given topic makes a copy of that summary for the class notebook. To have one's summary included in this book becomes, then, a mark of distinction. One's name attached to an article therein is on a sort of class honor roll. Moreover, the book serves as a standard of achievement. By referring to illustrations of good workmanship in it, others can be helped to improve their work.

The giving of a morning exercise for pupils of other classes, or for parents, in which the work of a unit is summarized, motivates a desire to do good summarizing, and, for the sake of interesting their guests, to make as varied a presentation of results as practicable.

Mathematics.—Five major problems were defined for the unit on positive and negative numbers, as follows:

A. How do you explain the principles and applications involved in such classroom exercises as Breslich, *Junior Mathematics,* Book II, page 14, No. 2?

B. How do you motivate intelligent, rapid, and accurate computations of exercises in the unit on positive and negative numbers?

C. How do you assign and supervise individual study of such exercises as appear in Breslich, pages 134–44?

D. How do you determine specific causes of pupils' difficulties in working the exercises?

E. What specific difficulties do pupils encounter in working the exercises and by what method are these difficulties best overcome?

Solutions were obtained by interviewing an expert teacher of mathematics and recording his replies to each question. The replies to question A are shown for sake of illustration.[1]

Solutions to Problem A.—Methods of developing the pupil's judgment regarding principles involved in the exercises may be described in terms of a typical exercise: "By how much is -8 less than -3? Verify your answer with the number scale." The pupil is first referred to the number scale. He is asked to note the relation of one number to another in terms of increasing and decreasing size. He is told that

[1] For solutions to other problems, see O.R., V–5.

one number to the left of another number in the scale is always smaller. In the given exercise the pupil places -8 and -3 on the scale and makes a decision as to which of the two is smaller, and by how much it is smaller. He is then given other exercises of the same sort in which he makes the same decision without actually placing the numbers on the scale. In this way be develops an awareness of positive and negative difference in the magnitude of any two or more real numbers.

In order to work examples in positive and negative numbers the pupil must know that the absolute value of a number is different from its real value. That is, while $+4$ is less than $+6$, -4 is greater than -6. This principle again is emphasized by reference to the number scale and is frequently employed in working problems.

The method by which pupils are taught to induce the foregoing rule may be illustrated by the problem of adding $+8$ and -3. The pupil is told to lay off the numbers on the scale to show that adding -3 is the same as subtracting $+3$. The same operation is repeated with several examples. The pupil is then asked to state the rule.

Science.—Five major problems were defined in teaching the unit "Bacteria." Methods of solving each of the problems were obtained from the literature on methods of science teaching.[1] The solutions themselves are not noticeably different in type from those shown for the other units. Hence only the five major problems, analyzed into their subtopics, are here shown.

1. How to select and adapt subject matter to the individual interests, abilities, and needs of a given class.
   - *a*) How diagnose, or estimate, specific abilities and needs?
   - *b*) How select and make available to individual pupils the science material appropriate to such abilities and needs?
   - *c*) In teaching the principles and generalizations of science, how can the type of subject matter that will be of most interest to pupils be selected?
   - *d*) How overcome the various specific difficulties that arise in conducting the class period when different pupils are engaged in different types of work?
   - *e*) How follow up the study done by individual pupils in science in order to make it produce the desired results?
2. How arouse interest in the subject matter of a unit?

[1] See O.R., V–6, for full list of solutions prepared for each problem in the science unit.

a) How anticipate specific interests that might be fostered by work on the units?

b) How present materials of the course most attractively before the pupils have started to study them?

c) How stimulate and direct exchange of views among the members of a class to the end that sincere appreciations may be shared and intensified?

3. How select and conduct laboratory work for a unit in general science?

a) How correlate laboratory work with textbook work?

b) How present laboratory work so that the necessary understandings may be most thoroughly realized in the shortest possible time and with the smallest possible outlay of money?

c) How decide upon the best time to allow for laboratory work?

4. How help pupils to see relationships between material studied and matters of daily life?

a) How determine matters of present interest in the pupils' experience to which material of a unit may be related?

b) How select supplementary reading appropriate to such interests?

c) How estimate the facts and principles of science that pupils are most likely to pursue after leaving school?

d) How select supplementary reading that bears most directly upon such probable future needs?

e) How interpret the basic readings of the unit in such manner as will reveal important meanings in life-experience that otherwise seem commonplace?

5. How diagnose and remedy pupils' study difficulties in science?

a) What sorts of tests are most advantageously employed to determine pupils' difficulties in study?

b) What immediate treatment do you apply to pupils who are unaffected by the appeal to interests that have been made by the teacher?

c) How do you encourage pupils to analyze the full meaning of the material studied?

d) How do you encourage pupils to compete against their own best records in the attempt to improve their study skills and abilities?

SUMMARY

It will be noted that while the materials supplied by the illustrations differ considerably both in scope and in definiteness, they nevertheless constitute the essential content for a special-methods course. Many of the "solutions" would need to be supplemented by other material and carried to greater detail before becoming entirely clear to students with no teaching experience. The supplementary material would consist for the most part of collateral readings in

which certain established principles of teaching are presented as such.

The illustrations should indicate how the check-list helps to identify the pupil activities involved in a unit, the teaching activities by which the pupil activities are directed, the problems involved in the teaching activities, and the methods of solving such problems as are likely to confront the beginning teacher. How much use should be made of the tabulated ratings in selecting important activities and problems related to the given subject will depend upon how typical they are. The ratings are always useful as a court of last appeal and should ordinarily be used to check the activities selected independently. The examples also illustrate the nature of solutions obtained by the two techniques of oral interview and correspondence.

It should be noted that the analysis of a few typical units of the public school course of study ordinarily provides enough content for the special-methods course. If a few representative units are analyzed in terms of the four elements shown in the illustrations, the resulting material will be found to apply sufficiently well to the remaining units. It is of course necessary to give first attention to the selection of subject matter for the units of the public school course. In the foregoing illustrations the subject matter contained in the textbooks is assumed to be adequate.

After all of these matters have been attended to, the final step consists in organizing the objectives, pupil activities, teaching activities, and methods of solving the teacher's problems in whatever form proves to be most intelligible to students. This organization is affected by many considerations—very largely by the instructor's preference. The course may be organized upon a severely logical basis, the units being composed of principles or rules of procedure that are illustrated by concrete applications to a variety of problematic classroom situations. Or the units may be organized on the basis of activities, as in the examples shown. Many other bases of organization result from different combinations and different emphasis of the four elements described. Yet each of the four elements is essential to any course in methods of teaching designed for prospective teachers. The Summary Tables simplify the selection of basic teaching activities, when the training course is organized with ref-

erence to activities, and the activity list alone suggests illustrative problems and methods when the course is organized with reference to abstract principles. Whatever the basis of organization, the evaluated activities serve to bridge the gap between the theory and its significant applications to classroom procedure.

SECTION 2

COURSES IN SCHOOL MANAGEMENT[1]

The list of activities was used in an exploratory study to construct a course covering one phase of school management. The course so constructed was designed for Senior students in a four-year teachers' college who were intending to enter high-school teaching. Most of the graduates teach in the rural and small-town high schools of Georgia. Teachers in those schools are ordinarily responsible for the direction of extra-curricular activities.

Method of procedure.—In constructing the course the first step was to select the 146 type activities of Division III of the check-list, since Division III applies to extra-curricular activities. The following examples show the scope of the activities in this division: "Establishing cordial relations with pupils," "Obtaining information about pupils' activities," "Assisting individual pupils," "Regulating pupils' activities," "Providing facilities for pupils' activities."

Next, the instructor examined the decile ranks of the 146 activities as determined from the ratings by professors of secondary education, high-school principals, and teachers. It was found that the median decile ratings for the activities of this division were in no case above the fifth decile, and that the ratings by teachers were two deciles below the ratings by the professors and principals. The fact that the ratings by the professors and principals were so much higher than the teachers' ratings was considered to indicate a real need for a training course to help teachers recognize the importance of these duties. Table XVIII shows that less than 4 per cent of the activities of Division III appear at or above the fifth decile according to the composite ratings of high-school teachers in service.

[1] The study herein described was organized and conducted by Sara M. Webb, Georgia State College for Teachers, Athens, Georgia.

The instructor next examined eight texts in the field of extra-curricular activities, and drew off both the topics represented by chapter or paragraph headings and the informational statements or principles related to the various topics. The eight books examined were Foster, *Extra-Curricular Activities in High School;* McKown, *Extra-Curricular Activities;* Meyer, *A Handbook of Extra-Curricular Activities;* Roemer and Allen, *Extra-Curricular Activities;* Terry, *Extra-Curricular Activities in the Junior High-school;* Thomas-Tindal and Myers, *Junior High School Life;* Wilds, *Extra-Curricular Activities;* and the National Society for the Study of Education, *Twenty-fifth Yearbook,* Part II, 1926.

TABLE XVIII

DISTRIBUTION OF THE 146 ACTIVITIES OF DIVISION III ACCORDING TO DECILE RANK OF COMPOSITE SCORES AS DETERMINED BY RATINGS OF HIGH-SCHOOL TEACHERS

Number of Activities	Decile
0	1
1	2
2	3
2	4
0	5
7	6
27	7
37	8
36	9

The chapter and paragraph headings were then classified to constitute a tentative list of units, as follows:

LIST OF CHAPTER AND PARAGRAPH HEADINGS SELECTED FROM BOOKS DEALING WITH EXTRA-CURRICULAR ACTIVITIES

I. The Development of Extra-Curricular Activities (Wilds, chap. i; Foster, chap. i).
II. The Justification of Extra-Curricular Activities (Wilds, chap. ii).
III. Principles Underlying Extra-Curricular Activities (McKown, chap. iii).
IV. Initiating and Developing the Extra-Curricular Activities Program (Roemer and Allen, chap. ii).
V. Typical Experiments in Organization and Administration of Extra-Curricular Activities (Wilds, chap. v).
VI. Interrelation between Extra-Curricular Activities and Curricular Activities (Wilds, chap. viii).

VII. Administration and Supervision of Extra-Curricular Activities (Foster, chap. ii).
  a) Centralization and Unification (Wilds, chap. vi).
  b) Relation of Faculty to Extra-Curricular Activities (Wilds, chap. vii).
  c) Director of Activities, Sponsor, and Teacher (McKown, chap. xxx).
  d) Programs of Extra-Curricular Activities (Terry, chap. iii).
VIII. Encouraging and Limiting Participation in Extra-Curricular Activities (McKown, chap. xxix).
IX. Guidance (Foster, chap. ix).
  a) Curricular (Thomas-Tindal and Myers, chap. iv).
  b) Physical (Thomas-Tindal and Myers, chap. iii).
  c) Civic (*ibid.*, chaps. vi and viii).
  d) Vocational (*ibid.*, chap. vii).
  e) Avocational (*ibid.*, chap. x).
  f) Ethical (*ibid.*, chap. xi).
X. Home Room Organization and Activities (McKown, chap. iii).
XI. The School Assembly (Foster, chap. vi).
XII. Club Activities (Roemer and Allen, chap. vii).
XIII. Musical Organizations and Activities (McKown, chap. viii).
XIV. Dramatics, Pageants, and Carnivals (Roemer and Allen, chap. xv).
XV. Supplementary Organizations (McKown, chap. xxv).
XVI. Secret Societies (McKown, chap. x).
XVII. The High School Honor Society (Roemer and Allen, chap. xvii).
XVIII. Student Participation in School Control (Roemer and Allen, chap. vi).
XIX. High School Athletics (Foster, chap. x).
XX. School Publications (McKown, chap. xvii).
XXI. Social Functions in the High School (Foster, chap. vii).
XXII. Commencements (McKown, chap. xxiv).
XXIII. The School Library (Roemer and Allen, chap. xix).
XXIV. Financial Administration of Extra-Curricular Activities (McKown, chap. xxviii).
XXV. Unsolved Problems, Research in Extra-Curricular Activities (Terry, chap. vii; McKown, chap. xxxi).

The instructor next canvassed periodical literature for additional material of the same sort. In all, some 688 different statements were selected that were considered sufficiently valid and significant to be accepted as facts and principles governing the teacher's direction of extra-curricular activities. The principles or informational statements obtained both from the texts and the periodicals were then classified according to the twenty-five tentative units.[1]

[1] See O.R., V–7, for frequency distribution of principles according to the tentative units.

The list of tentative units was then revised by an examination of catalogue outlines of training courses dealing with extra-curricular activities. The catalogues used were obtained from representative schools of education, teachers' colleges, and normal schools. Of 300 catalogues, nineteen were found to describe one or more courses on extra-curricular activities. The catalogue descriptions were examined for suggestions toward improving the tentative units and the definition of new units. Two units were added as a result of this step.[1] Also the frequency distribution of unit topics mentioned in the nineteen course descriptions gave some indication of the relative importance of the units as judged by the instructors by whom the courses had been organized.[2]

When the tentative list of units had been revised and arranged in a satisfactory learning sequence, the factual material relating to each unit was selected from the principles and informational statements obtained from the texts and from the periodical literature. For example, the factual material relating to Unit I, "The Administration and Supervision of Extra-Curricular Activities," contained the following statements applicable to the unit as a whole and classified under the subheading "General Principles relating to the Unit:"

1. Carefully planned procedure, well-balanced enthusiasm on the part of the leader, and the potentialities of capable, co-operative, and sympathetic faculty, pupils, patrons, and school officials are the essential prerequisites for organizing and administering a functioning program of extra-curricular activities.

2. There should be a well-thought-out constructive policy based upon a sound educational philosophy for organizing and directing extra-curricular activities.

3. There should be a gradual development of the extra-curricular program.

4. The extra-curricular policy should guarantee absolute democracy in the administration of and requirements for all organizations.

5. The school should create a feeling of responsibility among pupils for the maintenance of efficiency and co-operation in all pupil organizations.

6. All organizations should be democratic, both membership and leadership being based upon merit.

7. Rules governing eligibility for office should be in accord with a general school policy.

[1] See O.R., V–8, for frequency distribution of catalogue topics.

[2] See O.R., V–9, for list of tentative units as revised.

The first unit contained six subtopics. The principles relating to the first unit, other than the very general statements of the foregoing list, were accordingly classified under the six subtopics. The six subtopics are as follows:

"Extent of pupil participation," "Supervision of extra-curricular activities," "Principles relating to faculty sanction of new organizations," "Financial administration of extra-curricular activities," "Scheduling of extra-curricular activities," "Recording and crediting extra-curricular activities." For example, the principles classified under the first subtopic, namely, "Extent of pupil participation," are as follows:

PRINCIPLES RELATING TO THE EXTENT OF PUPIL PARTICIPATION

1. Each student should be allowed to select some activity that will satisfy his interests and needs (from one reference).

2. Students should be aided in keeping a proper balance between their extra-curricular and their curricular activities, the number of activities to which they are permitted to belong being limited (from two references).

3. Tendencies to overdo activities should be noted (from one reference).

4. Definite limits should be set to the number of organizations to which a student may be eligible during any year (from two references).

5. Restrictions should be placed upon the number of offices held, both for the sake of conserving the pupil's time and to allow opportunities for responsible leadership for the largest possible number (from two references).

6. Participation should be stimulated and limited by a point system; by this, each activity or participation is evaluated in terms of points, the number of points which a student may carry being limited (from one reference).

7. Each activity should be weighted to count a certain number of points, the value being decided by criteria similar to the following: (*a*) the social and ethical status of the activity; (*b*) the amount of work required for participation; (*c*) the benefit which the pupil receives from the work; (*d*) other compensations such as school

credit, or social recognition which the activity yields (from one reference).

8. The purposes of a point system are: (*a*) to distribute more evenly the opportunities for participation; (*b*) to prevent the student from overloading; (*c*) to develop and maintain a higher standard of attainment; (*d*) to equate opportunities where credit is required for graduation (from one reference).

9. The use of a point system dignifies and systematizes extra-curricular activities, but may result in undesirable formalism (from one reference).

10. Care must be taken that extra-curricular activities do not become formalized (from one reference).

11. Illustrations of point systems now in use (from one reference).

The next step consisted in classifying according to the units of the outline both the type activities of Division III and the specific activities into which the type activities had been analyzed. The specific activities were suggested in large part by the informational statements obtained from the books. Several groups of experienced teachers (and students engaged in observation) were then asked to correct and supplement the list of activities prepared for each unit. The combined efforts of these groups resulted in a list of 672 activities performed in the supervision of extra-curricular activities. It was found that the 672 activities were all covered by the 146 type activities of the Commonwealth list. Both the type activities and the specific activities were then classified according to the subtopics of each unit. For example, the following list of activities were classified with the first subtopic of Unit I, namely, the "Extent of Pupil Participation."[1]

ACTIVITIES RELATING TO THE "EXTENT OF PUPIL PARTICIPATION"

1. Guiding pupils in their selection of extra-curricular activities.

2. Providing a well-rounded program of activities for each pupil, curricular as well as extra-curricular.

3. Planning with pupils a point system adapted to the extra-curricular policy of the school.

[1] See O.R., V–10, for complete list of activities classified by unit and subtopic.

4. Taking steps to prevent the formalizing of extra-curricular activities.

The next step consisted in defining the problems suggested by the principles and activities of each unit. As a basis for students' assignments, such problems were obtained from the literature, from observation, and from interviews with teachers experienced in directing extra-curricular activities of particular types. The following exercises in connection with Unit I are typical of the assignments planned:

PROBLEM ASSIGNMENTS TO TEACHER-TRAINING CLASS IN CONNECTION WITH UNIT I

1. Taking the good points from the experiments described in chapter v, Wilds, *Extra-Curricular Activities*, try to draw up an ideal composite scheme for the handling of extra-curricular activities in the average school (Wilds, pp. 95–96).

2. Make out arguments for and against the use of a point system in extra-curricular activities.

3. Organize in detail an assembly at which pupils debate the resolution—"that credit toward graduation should be given for efficient participation in extra-curricular activities."

4. Make out arguments for and against centralized control of extra-curricular activities.

The final step consisted in organizing the significant articles and passages from the textbooks in the form of collateral readings for each unit.[1]

SUMMARY

The completed course consisted of the foregoing elements organized into instructional form. Each of the units thus contained the following types of material: (1) principles related to the unit; (2) activities related to the unit; (3) problems arising in the performance of the activities; and (4) bibliography and periodical references pertaining to the activities, problems, and principles specified. While further experimentation is necessary to produce a well-rounded course, the study described was sufficient to demonstrate that the activities of the master-list are useful in developing the other elements of the training course. The study shows also that the

[1] See O.R., V–11, for complete bibliography.

ratings are useful not only in evaluating the activities related to the units of a course in phases of school management but in defining problems and in formulating units as well. The study suggests further that when used to provide content for a new course dealing with a special phase of teaching, the summary paragraphs of the full list should be used to supplement the activities of the check-list, and that still more specific activities need to be supplied from local sources.

SECTION 3

COURSES IN FUNDAMENTAL SUBJECTS

The two preceding sections illustrate different methods of selecting materials for new courses. The exploratory study of the course in special methods began with a unit of the public school curriculum for which certain objectives were assumed. Then the learning activities of pupils and the teaching activities of teachers which apply to the subject matter and to the objectives were selected from the check-list. Difficulties were secured and solutions were assembled chiefly by interview (in order to collect solutions not recorded in the literature). The study thus proceeded through the following series: objectives and subject matter unit of the specified public school course, pupil activities necessary in learning the unit, teacher activities useful in directing the learning, problems involved in the learning and teaching activities, and solutions for the difficulties in terms of facts and principles.

The study to develop a course for directors of extra-curricular activities, however, began with an examination and refinement of the type activities of teachers, for the purpose of defining the field of extra-curricular activities in the high school. Then facts and principles pertinent to this field were collected from the literature and organized under topics to constitute the subject matter to be taught. Then the teacher activities, to which the facts and principles under each topic were related, were allocated to the topics. Thereupon the problems connected with the activities related to each topic were drawn off and used as pupil assignments for the topics. For teaching purposes a bibliography was also prepared for each topic. The procedure here is apparent: a subject matter organization consisting of twenty-five topics under each of which are found formu-

lated facts and principles, problems for assignment to students, and reference readings.

A third variety of procedure was explored in connection with the subject matter of educational psychology and is to be described in this section. In this study it was decided to ignore the teacher activities at the outset. The study began with an analysis of the textbooks in educational psychology. Facts and principles were collected, evaluated, and organized. Then teaching activities were allocated to the organized topics.

Three authorities co-operated in performing this task.[1] The three authorities selected a large number of textbooks in educational psychology.[2] The facts and principles contained in the books were drawn off in accordance with certain specified rules and were prepared for evaluation and classification. As a result of this extensive compilation, the list of topics in educational psychology presented in the following pages was developed. The outline is here reproduced as a basis for other studies in this fundamental subject that require an authoritative list of topics.

OUTLINE OF TOPICS IN EDUCATIONAL PSYCHOLOGY

I. Definition, scope, and presuppositions of educational psychology
   A. Nature of education as a psychological process or defined in psychological terms.
   B. Points of view in psychology and their bearing on the nature, aims, and possibilities of education: (1) Structural psychology. (2) Functional psychology. (3) Behaviorism. (4) *Gestalt* psychology. (5) Psychoanalytic theories.
   Purposes, scope, and methods of educational psychology: (1) The field of educational psychology in comparison to general psychology. (2) The specific problems of educational psychology. (3) The subdivisions of the field. (4) The methods of investigation in educational psychology. (5) The value of educational psychology to education.

II. The foundations of human behavior and learning:
   A. The physiology of learned and unlearned behavior: (1) Gross features of the cerebro-spinal and the anatomic nervous system. (2) General functions of the nervous system in integration and adaptation. (3) The reflex arc. (4) The levels of organization and the nervous mechanism of learning.

[1] H. E. Cameron, F. N. Freeman, and V. A. C. Henmon.

[2] The 60 books mentioned in the Bibliography of Skinner, Gast, and Skinner, *Readings in Educational Psychology*, were supplemented by twelve others.

B. Relatively unlearned behavior: (1) Reflexes—(*a*) nature and definition, (*b*) anatomy and physiology, (*c*) classification, (*d*) relation to instincts and emotions, (*e*) laws of reflex action (enhanced excitability, inhibition, facilitation, convergence, summation), (*f*) significance for education, relation to more complex forms of behavior, learned and unlearned. (2) Instincts and instinctive rendencies—(*a*) nature, definition, and description of instincts, (*b*) criteria for determination and sources of information about instincts, (*c*) relation to reflexes, emotions, impulses, learned behavior and capacity, (*d*) basis of classification and list of human instincts, (*e*) points of view regarding the existence and extent of instinct in human behavior. Comparison with instinct in animals, (*f*) development of instincts in the individual—waxing and waning effect of exercise on development, (*g*) instincts of especial value to education, (*h*) effects of expression and repression—catharsis, sublimation, etc. (3) Simple feelings—(*a*) nature, definition, and description, (*b*) theories of feeling, (*c*) list and classification, (*d*) origin and cause, (*e*) relation to attitudes, desires, emotions, and wants, (*f*) relation to conduct. (4) Emotions—(*a*) nature, definition, and description, (*b*) theories of emotions, (*c*) list and classification (i) primary and derived, (ii) positive and negative, (*d*) psychology of emotions, (*e*) relation to attitudes, desires, motives and wants. (5) Sentiments—(*a*) nature, definition, and description, (*b*) classification, (*c*) origin, (*d*) relation to conduct.

III. Learning

Introduction, man's capacity for learning

A. Types of learning: (1) Classifications of types of learning other than those used in the present outline. (2) Description of learning classified into eight types—(*a*) the acquisition of acts of skill, (*b*) the development of adequate perceptions and habits of observation, (*c*) acquiring associations and memorizing, (*d*) acquiring ideas or knowledge, (*e*) gaining understanding and problem solving, (*f*) developing appreciations, (*g*) developing attitudes, (*h*) developing character.

B. The ways in which learning takes place: (1) Learning as adaptation. (2) Strengthening old forms of behavior. (3) Developing new forms of behavior—(*a*) learning to react to new stimuli conditioning, (*b*) learning to disregard stimuli formerly potent, (*c*) the acquisition of new co-ordinations, (*d*) breaking up old co-ordinations, (*e*) developing of sentiments or attitudes by blending feelings or emotions and attaching them to particular objects.

C. Methods in general

D. The methods especially adapted to particular types of learning: (1) The acquistition of acts of skill. (2) The development of adequate perceptions and habits of observation. (3) Acquiring associations and

memorizing. (4) Acquiring ideas or knowledge. (5) Gaining understanding and problem-solving. (6) Developing appreciations. (7) Developing attitudes. (8) Developing character.

E. The laws and general conditions of learning: (1) General laws of learning. (2) Practice. (3) Pleasure-pain, or satisfaction-dissatisfaction.

F. Specific conditions affecting the rate of progress in learning: (1) Distribution of practice time. (2) Light, ventilation, noise, etc. (3) Time of day. (4) Drugs, food, exercise, sleep, and other factors affecting the conditions of the body. (5) Bodily attitude, including tension, relaxation, and effort. (6) Intention, purpose, or aim. (7) Interest and attention. (8) Feeling or emotion. (9) Knowledge of nature of task. (10) Knowledge of results. (11) Approval, disapproval, admiration, contempt and like social attitudes. (12) Punishment and reward. (13) Adjustment of difficulty. (14) Mode of presentation. (15) Positive and negative. (16) Confidence and success. (17) Capacity. (18) Emulation.

G. The curve of learning: (1) General form—(*a*) effect of units of measurement, (*b*) effect of differences in learning. (2) Fluctuations—(*a*) short fluctuations, (*b*) long fluctuations.

H. The curve of forgetting

I. Transfer of training: (1) Amount of transfer. (2) Positive and negative transfer. (3) Nature of the process of transfer. (4) Relation of kind of learning to transfer. (5) Practical application and methods of bringing about transfer.

J. Mental efficiency: (1) The curve of work. (2) Fatigue. (3) Methods of making mental work efficient. (4) The effect of factors listed under III F.

K. Individual differences in ability to learn

L. Age differences in ability to learn

M. Habit

IV. Psychology of school subjects

V. Individual differences and their measurement

A. The nature and significance of individual differences

B. Mental tests and the measurement of individual differences: (1) Estimates and ratings. (2) School marks. (3) Mental tests. (4) Uses of tests in educational guidance. (5) Uses of tests in vocational guidance and selection. (6) Uses of tests with delinquents. (7) Uses of tests with mental defectives. (8) Special aptitudes.

C. The nature of intelligence: (1) Definitions. (2) Spearman two-factor theory. (3) Degrees of intelligence. (4) Uses of intelligence tests. (5) Characteristics of intelligence tests.

D. Character and temperament

E. Intelligence tests and scales: (1) Age scales. (2) Point scales. (3) Group tests. (4) Types of scores. (5) Validity and reliability of tests. (6) Types of norms. (7) Speed vs. power.
F. The distribution of individual differences
G. The correlations between human traits and mental types
H. The causes of individual differences: (1) General observations. (2) Sex. (3) Race. (4) Family. (5) Environment.
I. Exceptional children: (1) Feebleminded. (2) Gifted.

VI. The mental and physical growth of the child
A. Development of mental traits: (1) Sensory and motor development—(*a*) Is sensory development in advance of motor? (*b*) states of development in eye-movements, (*c*) stages of development in hand-movements, (*d*) stages of development in vocal control, (*e*) Is the child superior to adult in sensory-motor control? (*f*) comparison of child and adult in rapidity and steadiness of movement. (2) Intellectual capacities—(*a*) development of concept of self, (*b*) constancy of I.Q., (*c*) the limit of development of intelligence, (*d*) the effect of maturity or individual differences, (*e*) development of imagination, (*f*) development of memory, (*g*) development of observation, (*h*) development of concept of time, (*i*) development of concept of space, (*j*) development of reflective thinking, (*k*) development of moral judgment (ideals). (*l*) the suggestibility of children. (3) Interests, attitudes, instincts—(*a*) development of attention, (*b*) development of interests, (*c*) development of likes and dislikes, (*d*) development of emotion, (*e*) development of instincts. (4) Play—(*a*) theories of play, (*b*) relation to work, (*c*) relation to physical development, (*d*) stages in development of play, (*e*) utilization of play in education.
B. Physical development: (1) Relation to mental development. (2) Heart and circulatory system. (3) Nervous system. (4) Sense-organs. (5) Height. (6) Weight. (7) Carpal bones. (8) Glands and sex organs. (9) Grip. (10) Relation between development of various physical traits. (11) Fatigue in children and adults. (12) Sex differences in growth.
C. Theories of order of development: (1) Recapitulation. (2) Culture epochs. (3) Doctrine of nascent stages. (4) Doctrine of catharsis. (5) Utility theory.
D. Chief characteristics of main stages of development
(Many authors distinguish stages of development, but the time limits of the stages and the description of their characteristics vary so much that it does not seem possible to outline them.)

VII. The guidance or control of behavior
A. Theory of freedom and control
B. Methods of control
C. Moral and religious development and training

VIII. Mental Hygiene
- A. Types of psychopathic tendencies
- B. Origin of psychopathic tendencies
- C. Prevention and care of psychopathic tendencies
- D. Preservation of mental health

The facts and principles were assembled for two sections of the outline, namely, the sections on "Learning" and "Individual Differences." The facts and principles are only presented here, however, for the one topic "Types of Learning," since the experts felt that, to make a thorough collection of valid data regarding each topic in the field of educational psychology, the material found in the books would have to be supplemented by careful examination of original sources. Consequently the publication of the material will be delayed until this exhaustive study is made.[1]

The section on learning was used as a basis for further exploration to discover the relations between the thirteen subtopics and the activities contained in the check-list. To define this relationship, nineteen judges (students in graduate courses in educational psychology) were asked to check the activity list against the topics of this section with the following summary result. The result is illustrative rather than authoritative, yet it indicates roughly the relative activity value of the topics, i.e., the relative scope of the topics as applied to the range of the teachers' classroom activities.

RANK ORDER OF TOPICS IN SECTION III, LEARNING, ACCORDING TO NUMBER OF ACTIVITIES MENTIONED UNDER EACH TOPIC

The capital letter to the left shows the position of the topics in the outlines. The number in parenthesis shows the number of activities mentioned for the topic by one or more of the nineteen judges.

C. Methods in general (226)

F. Specific conditions affecting rate of progress in learning (77)

D. Methods especially adapted to particular types of learning (60)

B. The ways in which learning takes place (45)

E. The laws and general conditions of learning (39)

G. The curve of learning (37)

K. Individual differences in ability to learn (29)

[1] But see O.R. V–12 for the complete list of facts and principles obtained from the books for the section on "Learning."

I. Transfer of training (27)
A. Types of learning (24)
M. Habit (15)
H. The curve of forgetting (12)
J. Mental Efficiency (11)
L. Age differences in ability to learn (9)

The following list shows not merely the number of activities related to the topics but shows in addition the particular activities mentioned more than once and the decile ratings by University of Chicago graduates for each activity. It will be noted that the nineteen judges relate twenty-four activities to the topic A, "Types of Learning," and that no activity was mentioned more than once. Forty-five activities were related to topic B, "The ways in which learning takes place," and one of these, No. 66, belongs to the first decile in the composite ranking of University of Chicago graduates and was related to the topic by two of the judges. The other activities are indicated in the same way. Since headings for *sections* of the check-list were not rated, the number of sections mentioned more than once is stated separately.

ACTIVITY ANALYSIS OF TOPICS IN SECTION B OF OUTLINE FOR EDUCATIONAL PSYCHOLOGY, SHOWING DECILE RATINGS (BY UNIVERSITY OF CHICAGO GRADUATES TEACHING IN HIGH SCHOOLS) FOR ACTIVITIES RELATED TO EACH TOPIC BY TWO OR MORE JUDGES

A. Types of learning (24)[1]
24 activities mentioned once

B. The ways in which learning takes place (45)
Activities No. 54, Decile 2 (2); 66, Decile 1 (2)
2 sections mentioned more than once
41 other activities mentioned once

C. Methods in general (226)
Activities No. 6, Dec. 1 (2); 13, Dec. 3 (2); 17, Dec. 4 (3); 57, Dec. 2 (2); 93, Dec. 1 (2).
221 other activities mentioned once

D. Methods especially adapted to particular types of learning (60)
Activities No. 3, Dec. 2 (2); 4, Dec. 1 (2); 5, Dec. 1 (2); 6, Dec. 1 (2); 7, Dec. 2 (2); 8, Dec. 1 (2); 13, Dec. 3 (2); 14, Dec. 4 (2);

[1] Numbers in parentheses show by how many judges the activity is related to the topic.

25, Dec. 1 (2); 26, Dec. 1 (2); 31, Dec. 2 (2); 55, Dec. 2 (2); 66, Dec. 1 (2)
2 sections mentioned more than once
45 other activities mentioned once

E. The laws and general conditions of learning (39) 25, Dec. 1 (2); 31, Dec. 2 (2); 32, Dec. 3 (2); 34, Dec. 2 (2); 35, Dec. 3 (2); 66, Dec. 1 (2); 120, Dec. 1 (2)
32 other activities mentioned once

F. Specific conditions affecting rate of progress in learning (77) 6, Dec. 1 (2); 8, Dec. 1 (2); 9, Dec. 3 (2); 28, Dec. 2 (2); 32, Dec. 3 (4); 33, Dec. 2 (2); 47, Dec. 2 (3); 49, Dec. 2 (2); 52, Dec. 1 (2); 53, Dec. 3 (4); 54, Dec. 2 (2); 56, Dec. 2 (4); 62, Dec. 1 (2); 67, Dec. 2 (2); 68, Dec. 1 (2); 477, Dec. 2 (2); 478, Dec. 1 (2); 479, Dec. 5 (3); 480, Dec. 3 (3); 481, Dec. 2 (2); 483, Dec. 8 (2); 484, Dec. 6 (2); 485, Dec. 3 (2); 486, Dec. 3 (3); 487, Dec. 1 (2); 488, Dec. 10 (3); 489, Dec. 8 (2); 490, Dec. 1 (2); 492, Dec. 6 (2); 493, Dec. 9 (2); 494, Dec. 10 (2); 495, Dec. 6 (2); 496, Dec. 8 (2)
5 sections mentioned more than once
37 other activities mentioned once

G. The curve of learning (37)
37 activities mentioned once

H. The curve of forgetting (12)
12 activities mentioned once

I. Transfer of training (27)
Activities No. 3, Dec. 2 (2); 4, Dec. 1 (2); 86, Dec. 1 (2)
24 other activities mentioned once

J. Mental efficiency (11)
11 activities mentioned once

K. Individual differences in ability to learn (28)
Activities No. 7, Dec. 2 (2); 9, Dec. 3 (2); 44, Dec. 1 (2); 67, Dec. 2 (2); 69, Dec. 1 (2)
23 other activities mentioned once

L. Age differences in ability to learn (9)
Activities No. 44, Dec. 1 (2)
8 other activities mentioned once

M. Habit (15)
Activity No. 86, Dec. 1 (4)
14 other activities mentioned once

The lack of agreement among the judges in the foregoing exhibit is due to two causes. First, they did not have at hand the detailed facts included under each topic, and second, they did not have before them the methods of performing the activities. Conversely, if the methods of performance are worked out as suggested in Section 1 of this chapter, it would be easier to discover the facts and principles of educational psychology upon which the methods are based. That is to say, an instructor who wishes to find applications of the principles of psychology to schoolroom practices can find them to better advantage when the practices are stated very specifically, as in certain manuals for the teaching of elementary school subjects.

The following extract from the data collected with reference to the Outline, Section III, Topic A, "Types of Learning," is presented both to indicate the nature and relative completeness of the data and also to suggest the greater ease of relating topics to the activities when the topics are analyzed. The material furthermore presents *all* the principles contained in the literature that were considered by the three judges to be valid. Finally, it is noteworthy that no valid principles were found in the literature for two of the subtopics of this section, namely, "developing appreciations" and "developing character."

A. *Types of Learning.*

1. *Classifications of types of learning other than those used in the present outline.*
It is obvious that a large part of our knowledge comes through the operation of the senses, and that this kind of learning is both logically and genetically prior to learning which involves ideas (Cameron).
We may roughly distinguish in human learning connection forming of the common animal type, connection forming involving ideas, analysis or abstraction, selective thinking or reasoning (Thorndike).
A mental function may relate primarily to the form of what is done, or to the content in connection with which something is done (Thorndike).
A mental function may consist primarily in an attitude or primarily in an ability (Thorndike).
Learning falls into the four general classes: differentiation, assimilation, gradation, and redefinition; each of which is based upon particularization (Ogden).

Learning may be defined as the process of forming habits and acquiring knowledge (Pyle).

2. *Description of learning classified into eight types.*

a) *The acquisition of acts of skill.*

The first type of learning is frequently referred to as sensori-motor learning. The essence of it being modifications wrought in the neuro-muscular mechanism through training or practice (Averill).

Sensori-motor learning, or the process of the attainment of skill, comprises essentially the perfecting of certain simple or involved motor adjustments, initiated and directed for the most part by peripheral neural stimuli, i.e., sense impressions (Averill).

In the first class, the task is to connect movements already under control with perceptual elements (Freeman).

The second class demands the organization of new movements in response to their stimuli (Freeman).

In the third class of sensori-motor learning the series of movements is more complex, and the stimulus to which the response is made is more highly organized (Freeman).

b) *The development of adequate perceptions and habits of observation.*

Perceptual learning is that sort of learning which has to do with recognizing understanding or interpreting a stimulus which is present to the senses (Averill).

Perceptual learning consists essentially in the referring of sensory material to the interpretative background which has been built up by past experience, and identifying it by means of the cue or cues thus supplied (Averill).

There are two phases to every process of perception: (1) the reception of sensory impressions and (2) giving to these impressions an interpretation or meaning (Cameron).

Unity of perceived objects is a product of analysis and synthesis (Judd).

Perceptual fusion is a product of development, not a distinct act of consciousness (Judd).

The range of fusion is determined by practical consideration (Judd).

Perceptual fusion is an immediate process (Judd).

Perceptual learning requires first the discrimination between sensations (Freeman).

Sensory discrimination is a subordinate element in the higher forms of perceptual learning (Freeman).

Improvement in sensory discrimination as a result of practice is limited (Freeman).

The value of specific drill in sensory discrimination is therefore limited (Freeman).

The normal child does not need systematic sense training as does the feebleminded child (Freeman).

Discrimination should be keen enough to meet the demands of perception (Freeman).

Perception is influenced more by the development of meaning than by increase of ability in discrimination (Freeman).

The second process of perceptual learning is the combination of sensations into perceptions of objects (Freeman).

In perception impressions or sensations are given an interpretation (Freeman).

Sensations at first become combined into perceptions in the recognition of an object which has practical meaning (Freeman).

Perception is influenced more by the development of meaning than by increase of ability in discrimination (Freeman).

The last type of perceptual learning is concerned with the recognition of the meaning of complex symbols (Freeman).

The combination of elements makes possible an increase in the range of attention (Freeman).

The recognition of form is complex and subject to indefinite development (Freeman).

c) *Acquiring associations and memorizing.*

Any psychological discussion of memorizing must begin by pointing out with emphasis the fact that memory is essential to all learning (Judd).

Perception and memory both depend on past experience. In fact, the meaning which a person gives to the sensation that is produced by the stimulation of a sense organ by a physical object exists only because he has had previous experience with the object, or others similar to it. In memory we have also an example of the effect of past experience upon the experience of the present; but, in this case, we are definitely conscious of the fact that part of our experience is derived from what we have experienced before (Freeman).

Memory involves the following four factors: (1) registration, (2) retention, (3) recall, and (4) recognition (Betts).

A very good deal, if not most, of the learning of the schoolroom consists in memory of the associative type (Cameron).

Every fact we acquire is related in some way to those that have been learned. This relationship is called association. The ability to retain facts and impressions and then recall them is essential to learning (Benson).

Association is the basis of memory (Betts).

The process of making connections is always going on, and these connections are by no means made "at random." There is a good reason for every association that is made (Benson).

Association has been called the law of habit in the cortex, and in this sense it is one phase or general topic of habit formation. Through this process the conditioned reflex is made possible (Benson).

The formation of associations is a basic step in the process of learning. The acquisition of a vocabulary and of skill in the use of the so-called fundamental operations of arithmetic is dependent upon associations. Memories depend upon the formation of adequate associations. They furnish the framework for intellectual life (Benson).

The law of association is: When two experiences have occurred at the same time, the recurrence of one of these experiences tends to revive the other (Cameron).

Not only does the mind associate ideas, but it associates them in certain particular ways. If two ideas have been thought of as similar, or if they have been thought of as contrasted, or as sequent, they will recur in the individual's thinking in the same relation (Judd).

Strictly speaking, the various types of association are not separate fundamental processes. They are merely different ways in which a human being arranges experiences which are retained. The fundamental fact is retention (Judd).

Associations between which the learner is able to discover no rational connection, no significant relationship, are termed arbitrary associations, and it is these which are most difficult to form (Averill).

By far the more dependable and economical associations are those which are logical and meaningful (Averill).

The most significant aspect of memory is organization; for on organization logical memory depends (Pyle).

Association is also the means of recall (Freeman).

The associations of memory differ from other associations in the fact that a standard of correctness is applied to them (Freeman).

It is not the remembered fact which is retained, but the power to reproduce the fact when we require it (Betts).

When a piece of knowledge acquired in a certain classroom and in a given subject is only recalled under exactly the same circumstances, it cannot be said to be available for use (Thompson).

An individual's memory can be improved (Freeman).

Native capacity for retention cannot be improved by practice but ability to retain experience may be improved through better organization of experience—more repetitions, better attention, and more and better associations (Pyle).

Memory, particularly logical memory, has a high positive relation to intelligence (Pyle).

Retention of one type of impression may be very different in degree from retention of another (Pyle).

d) *Acquiring ideas or knowledge.*

Ideas or indirect forms of experience are characteristic of man (Judd).

Ideas are highly developed processes based on memory images (Judd).

The concept lies at the bottom of all thinking which rises above the seeing of the simplest relations between immediately present objects (Betts).

e) *Gaining understanding and problem solving.*

Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought (Dewey).

Thinking in its best sense is that which considers the basis and consequences of beliefs (Dewey).

The problem fixes the end of thought and the end controls the process of thinking (Dewey).

Four different types of thinking are: (1) chance, or idle, thinking; (2) thinking in the form of uncritical belief; (3) assimilative thinking; and (4) deliberative thinking (Betts).

At whatever point in a learning process, be it primarily sensori-motor, perceptual, or ideational, the learner is confronted with the necessity of reaching a conclusion, he becomes a problem-solver, a thinker, a reasoner (Averill).

With the growth of symbolic response there comes the possibility of responding to very abstract elements in a situation, the power of seeing the qualities and properties of objects, and discussing them apart from the things, the power of formulating general laws by observation of many situations, and of applying these general laws to other situations to assist in deciding upon the proper response (Thomson).

Concepts, judgments, and reasoning are all phases of the same general type of mental activity (Judd).

Solving a problem is radically different from following the statement of a completed proof (Freeman).

Problem-solving requires independent discovery (Freeman.)

Problem-solving is a typically human procedure (Freeman).

Problem-solving depends upon the grasp of relationships which contribute to a solution (Freeman).

The distinguishing feature is the clear recognition of a problem and its solution (Freeman).

Reasoning deals with series of relations (Judd).

Reasoning is a clear recognition of the steps in problem-solving (Freeman).

The more elaborate kinds of thinking are always analytical (Judd).

Analysis and synthesis are correlative (Dewey).

Deduction is a process of thinking in which the learner starts with laws, principles, or hypotheses and applies them to individual cases, or tests their validity, or discovers new individual facts by means of them (Bolton).

Induction is a process of thinking in which the learner discovers laws or generalizations from individual data (Bolton).

Deduction and induction are usually united (Judd).

The traditional division of reasoning into inductive and deductive reasoning is dangerous in the classroom, because real thought must necessarily use both intermingled (Thomson).

Man's habits of response to the subtler hidden elements, especially the relations which are imbedded or held in solution in gross situations, lead to consequences so different from habits of response to gross total situations or easily abstracted elements of them, that the essential continuity from the latter to the former has been neglected or even denied. Selective thinking, the management of abstractions and responsiveness to relations are thus contrasted too sharply with memory, habit, and association by contiguity (Thorndike).

Other things being equal, those who remember best can reason best (Pyle).

f) *Developing appreciations.*

g) *Developing attitudes.*

Real teaching means the stimulation of interests, the awakening of curiosity, and the desire to know. All this can be accomplished better if we know how to use and direct this tendency and desire to know the unknown (Benson).

On graduation from school it is not merely what a boy knows that determines the value of his education. What he likes and dislikes, his attitude toward society and its problems, his attitude toward religion and morals, his attitude toward right and wrong, his attitude toward his duties and obligations—these are vastly more important than the few items of knowledge that he can gain (Bolton).

The fact that habits of action and habits of attitude and emotional reaction may be established in infancy and may persist in later life, with no recall of the circumstances of their formation, is a very significant one for development. For one thing it means that inexplicable feelings of repugnance, dread, shame, satisfaction, originally set up in connection with events, situations, or persons in those days, may now be touched off by the details of present experience, with no adequate grounds for their occurrence except this history (Hollingworth).

From these simple beginnings of gradation, constellation, and transfer evolves the complex emotional life of later years. Emotional and attitudinal reactions become infinitely elaborated, organized, differ-

entiated, attached to remotely analogous objects and more abstract features, relations, situations (Hollingworth).

h) *Developing character.*

If the suggested procedure, properly refined, were followed by an instructor in educational psychology, he would be able to relate psychological facts and principles to the specific teaching activities that constitute the most appropriate illustrations. Furthermore, he would be able to reverse the process and select the facts and principles that are related by the topics to the activities of most curricular value for the given group of teachers. The latter process would presumably be followed in constructing a new course in educational psychology for a particular training institution. When the topics are related to the activities of most value, the facts grouped under each topic may be selected to better advantage when the activity is used as a criterion.

The method of checking the facts and principles of educational psychology against the teachers' activities may also be used by instructors of courses in methods of teaching when they wish not only to teach methods of performance but also the principles upon which the methods are based. To illustrate this procedure, an instructor worked with the activities presented in the following list which contains the activities of Division II B above the fifth decile for each criterion as judged by intermediate teachers. He indicated the psychological principles which he considered to be of value in carrying on these activities. Since the relations were indicated without specific statements of methods of performing the activities, doubtless other principles would be related if the methods of performance had been used instead of the activities.

TOPICS FROM THE FOREGOING OUTLINE RELATED TO THE ACTIVITIES OF DIVISION II B THAT ARE ABOVE THE MEDIAN FOR EACH CRITERION BY INTERMEDIATE TEACHERS, ELEMENTARY SCHOOL PRINCIPALS, AND PROFESSORS OF ELEMENTARY EDUCATION

331. Developing pupils' interest and attention in the correcting of physical defects.
III F 6. Intention, purpose or aim
III F 7. Interest and attention
III F 9. Knowledge of nature of task

III F 11. Approval, disapproval, admiration, contempt, and like social attitudes
III F 16. Confidence and success

332. Developing pupils' interest and attention in exercising initiative in useful ways.
III B 3a. Nature, definition, and description of simple feelings
III B 3b. Theories of feeling
III B 3c. Learning to disregard stimuli formerly potent
III D 5. Gaining understanding and problem-solving
III F 10. Knowledge of results

305. Developing pupils' interest and attention in developing personal traits and habits.
III B 3a. Nature, definition, and description of simple feelings
III B 3b. Theories of feeling
III D 6. Developing appreciations
III D 7. Developing attitudes
III D 8. Developing character

344. Giving instruction in the developing of personal traits and habits.
III B 3a. Nature, definition, and description of simple feelings
III B 3b. Theories of feeling
III M. Habit
Also some other topics which cannot be applied until the activity is further analyzed.

367. Giving instruction in forming proper health habits, 369. Safeguarding against contagious diseases, 370. Correcting physical defects.
III B 3a. Nature, definition, and description of simple feelings
III B 3b. Theories of feeling
III D 6. Developing appreciations
III D 7. Developing attitudes
III F 6. Intention, purpose, or aim in learning
III F 18. Emulation

409. Enforcing instructions to pupils, regarding correction of physical defects, 408. Safeguarding against contagious diseases, 383. Developing personal traits and habits.
III B 3a. Nature, definition, and description of simple feelings

III B 3b. Theories of feeling
III F 12. Punishment and reward
III F 13. Adjustment of difficulty
VIII A. Types of psychopathic tendencies
VIII B. Origin of psychopathic tendencies

422. Inspecting and evaluating pupils' behavior in developing personal traits and habits.
III A 2b. The development of adequate perceptions and habits of observation
II B 3f. Relation of simple feelings to conduct
III L. Age differences in ability to learn
V B 1. Estimates and ratings as measurement of individual differences

473. Determining traits to be taught
III A 2e. Gaining understanding and problem-solving
V D. Character and temperament
V G. The correlation between human traits and mental types
VIII D. Preservation of mental health

475. Determining activities to be performed
III A 2e. Gaining understanding and problem-solving

481. Investigating difficulties
III A 2e. Gaining understanding and problem-solving
III F. Specific conditions affecting the rate of progress
V F. Distribution of individual differences
VI A2. Intellectual capacities

486. Adapting teachers' procedures to physical conditions in classroom and equipment.
III A 2e. Gaining understanding and problem-solving
III F 1. Distribution of practice time
III F 2. Light, ventilation, noise, etc.
III F 3. Time of day
III F 4. Drugs, food, exercise, sleep, and other factors affecting the conditions of the body
III F 5. Bodily attitude, including tension and relaxation, and effort

487. Adapting teachers' procedures to individual differences
- III A 2e. Gaining understanding and problem-solving
- V. Individual differences and their measurement (entire)

490. Conducting study exercises
- III A 2. Description of learning classified into eight types
- III A 2a. The acquisition of acts of skill
- III A 2b. The development of adequate perceptions and habits of observation
- III A 2c. Acquiring associations and memorizing
- III A 2d. Acquiring ideas or knowledge
- III A 2e. Gaining understanding and problem-solving
- III A 2f. Developing appreciation
- III A 2g. Developing attitudes
- III A 2h. Developing character
- III F. Specific conditions affecting the rate of progress (entire)

502. Exhibiting effective teaching traits
- VIII. Mental hygiene (entire)

506. Providing worthwhile occupations
- VII. The guidance or control of behavior (entire)

The possibilities of the use of the check-list in selecting principles of psychology that function in the classroom are numerous. The foregoing exhibits should serve to illustrate a few of the possibilities.

CHAPTER VI

PROBLEMS FOR INVESTIGATION

This concluding chapter of the report undertakes to define certain problems that require further study. Some of the problems defined have to do with projects that were planned for our own staff to undertake but which were discontinued when it became evident that they could not be completed in the time available. The rest of the problems are technical and in many cases they demand co-operative experiment over a considerable period of time and in connection with training institutions of different types and localities.

Readers of the report will understand therefore that the problems to be described are confined to those growing out of our study. We have made no attempt to define the problems for investigation in the field of teacher training as a whole. Yet the scope of our study is such that a comprehensive list of research projects will be found to articulate with one or more phases of the study as reported.

To students planning the investigation of one or more of the problems, the foregoing chapters should suggest some methods of attack. In many cases various techniques applied experimentally to certain problems are not covered in the published report but are described and illustrated in the Official Record.

The list of problems is organized roughly with reference to the chapters of the report. Some of the problems have been explored, and for these a technique of investigation is briefly suggested. For other problems that have not been explored, some possible techniques are described in greater detail. It is not easy to formulate problems for investigation by others. It is best for the individual investigator to define his own problems with reference to his resources of time and funds, facilities for experiment, personal interests and other conditions that determine the success of any research. Consequently the problems to be presented are confined to those which the directors of the study consider most in need of investigation. If successfully pursued, the findings should indicate signif-

icant next steps in the development of the teacher-training curriculum. The problems follow:

1. PROBLEMS RELATING TO THE STUDY AS A WHOLE (SEE CHAPTER I)

A. *To analyze in detail the objectives of teacher training, as obtained from the literature and other sources, for the purpose of determining how adequately the objectives are covered by the traits and activities contained in the report.*—The findings of such a study would greatly facilitate the systematic organization and interpretation of the objectives of particular teacher-training institutions. When the objectives have been determined, it is possible to select and evaluate the activities that contribute to each objective (see chap. i, Sec. 3).

B. *To determine the extent to which teachers need to be trained in the activities as stated on the master-list.*—At no point in the preceding chapters has it been indicated how many of the activities should be covered in a given course. It has been assumed that the number would be determined by a number of factors, such as the time available for the course in relation to the total period of training, the importance, difficulty of learning, and practicability of teaching in the training school, and other considerations. The curricular value of the activities should determine the number of activities that should be taught. When once this number has been found, it is necessary for qualified experts or the instructors concerned to decide, on the basis of judgment and experience in teaching, how much time should be given to each. Such judgments would be based upon such questions as the amount of skill desired in each activity, the importance to be attached to the activity's rank within the division as against the rank for the list as a whole, and the like.

C. *To check by experimental procedures the validity of the ratings obtained from the various professional groups.*—While somewhat difficult to control, an experimental comparison of a few specimen activities to determine their values in terms of each of the four criteria would serve to check the statistical evidence regarding the validity of the ratings.

1. An experimental check of the *frequency* ratings might consist in the systematic observation of a representative group of teachers by a well-selected group of competent critics. Each critic might

record the performance of each of a small group of activities, selected so as to represent each decile of the frequency ratings as shown in Table A. The activities as recorded from observation might then be ranked by deciles according to the frequency of their appearance in the record and correlated with the decile ratings for frequency as shown in the Table.

2. The ratings for *difficulty of learning* might be similarly checked by having a representative number of inexperienced teachers observed by a few skilled supervisors for a uniform period of time. Each of a number of activities selected to represent different decile ranks of Table B might then be classified with reference to the recorded length of time required by each teacher to learn to perform them with satisfactory skill. The activities ranked according to the average number of days required to learn them satisfactorily might then be correlated with the decile ranks shown in Table B.

3. To check the ratings for *importance* is more difficult. Presumably the most practicable check for the present would involve the assumption that the more important activities are the activities *of each division* that show the widest variability in frequency as performed by superior teachers when contrasted with inferior teachers. That is to say, one measure of the importance of an activity would be the extent to which it is more frequently performed by superior teachers than by inferior teachers. Considerable progress has been made recently in defining criteria by which to distinguish superior from inferior teachers. Among the criteria used are (*a*) results of tests applied to equivalent classes of pupils in the same course taught by different teachers, (*b*) tests based upon problematic teaching situations for which the teacher is required to describe an efficient solution, and (*c*) various types of supervisory ratings, preferably made by several observers of the same teacher, based on a standard list of significant teaching activities and weighted inversely according to their variability with respect to the same activity. Having thus distinguished and selected representative groups of superior and of inferior teachers, an annotated stenographic record of classwork and the teachers' diaries of extra-classwork would serve to indicate how frequently the activities were performed by the members of each group. It would probably be sufficient to examine the record

for only a short list of activities so selected as to represent the different decile ranks for importance as shown in Table C. The recorded activities ranked according to the difference in frequency of performance by superior as contrasted with inferior teachers might then be correlated with the decile ranks as obtained from Table C.

4. *Desirability* of preservice training is a criterion scarcely less general than "curriculum value" itself, which is the quality of a teaching activity that we have attempted to define. It is accordingly not capable of objective measurement until analyzed. *Practicability* of preservice training, however, is a quality not contained in the other three criteria and a quality that definitely contributes to curricular value. Moreover, there is good reason to suppose that in voting whether or not the activities *should* be taught in the training school, most of the judges with supervisory experience really voted on whether they *could* be taught with the typical training schools' facilities for observation and practice.

Practicability of preservice training might be measured by selecting activities to represent each decile of the S ratings for teachers of a given type, interviewing expert teachers and supervisors to determine the conditions necessary to the efficient performance of each activity, and then surveying the facilities of typical training schools to determine which of the necessary conditions exist and which might be provided. The practicability of preservice training in each of the selected activities might then be represented by the proportion of the conditions essential to its performance that exist in typical training schools.

D. *To define determinants of curricular value other than the four criteria utilized in the present study.*—The data needed for such a study might readily be obtained by having representatives of suitable professional groups rate the activities by such additional criteria as the following: difficulty of performance, frequency of mention in educational literature, practicability of teaching the activity without observation and practice facilities, practicability of teaching the activity without previous instruction in subjects commonly treated in professional courses, and any other characteristics of teaching activities that may conceivably affect curricular value.

Partial correlations might then be computed to determine elements of curricular value not covered by any of the criteria used.

E. *To interpret relationships between the ratings of different professional groups as shown in the Summary Tables.*—Table E represents a number of such relationships by coefficients of correlation that have not been elaborated in the text. A series of studies, each one confined to the analysis of a pair of professional groups whose ratings for the same criteria show a low or negative correlation, would almost certainly contribute data highly useful to supervisors and would serve to check the techniques of evaluation employed in this study. The purpose of the supplementary studies would be to explain why the groups differ so widely in their evaluations of the activities that are most significant for teachers of a given type. Specific reasons obtained by personal interviews from judges representing the groups compared should serve to explain the wide differences in the ratings and should also provide much material of use in evaluating and interpreting the activities. This procedure would be facilitated by selecting judges who might both rate the activities on the check-list and give reasons to explain their ratings.

F. *To analyze with reference to the activity list the materials found in existing training courses.*—Chapters IV and V of the report contain several illustrations of such analyses. More intensive analysis is needed to determine the practicability of deriving each type of curriculum material from the activities. One study, for example, might undertake to assemble the valid principles of teaching and to determine with reference to classroom practice to what extent the principles are involved in the activities of Divisions I and II. Other studies might similarly analyze the topics treated in different professional courses and establish controls whereby the functional relationship of each topic to each appropriate activity might be defined. Additional studies might analyze teaching problems, illustrative materials, course assignments, and other elements of the training course to determine both the feasability and the desirability of attempting to derive them from the activities found to be significant for teachers of a given type (see following paragraphs, especially Problems IV A and B).

2. PROBLEMS RELATING TO THE ANALYSIS OF TEACHERS' TRAITS (SEE CHAPTER II)

A. *To determine, by experiment with prospective teachers of different types, the more useful means of incorporating traits with other curriculum materials.*—For example, each of the following methods deserves experimental study: (1) Checking the ten (or any small number of) traits rated as most significant for teachers of a given type against a few highly significant activities and specifying methods of performing the activities so as to exemplify the traits; (2) collecting illustrative materials for use in teaching the importance of the traits and the appropriate occasions for their expression, then organizing such materials in teaching form; (3) collecting trait actions exclusively from practice teachers for use as rating scales to be applied to practice teachers and followed up by conduct assignments to develop the traits in which individual students are deficient; and (4) experimental use in teacher-training schools of lists containing different numbers of traits, to determine how many traits represent the maximum number that can be readily utilized for purposes of instruction; also to estimate the practicability of teaching a family of traits, e.g., "self-control," as compared with teaching a single specific trait included in the family, e. g., "dignity."

B. *On the basis of such experiments to refine the techniques of collecting trait actions, translating, telescoping, and evaluating the traits, as described in Chapter II.*—Since the report describes techniques for adapting the trait materials to almost any form or scope, experimental results indicating the most useful type of trait actions, the trait names most attractive to prospective teachers, the number of traits that can be effectively utilized, and the relative importance of the traits as used with student teachers should make possible a more explicit description of techniques that may be used to produce the materials in the most useful forms.

C. *To determine the traits of most importance to public school teachers of all types, the trait actions that are common to all types, and the trait actions that are peculiar to certain types.*—This distinction between common and peculiar trait actions should be useful in preparing lists of traits that are most significant for teachers of the particular types to be trained by specific training schools, together with

the trait actions demonstrably appropriate to the teachers of each type. The trait actions appropriate to each type of teacher may be selected by techniques similar to those employed in securing frequency ratings of the activities from teachers in service.

D. *To evaluate the trait actions experimentally by the procedures suggested for the experimental evaluation of activities with reference to each of the four criteria employed in the study and others not employed.* —See foregoing paragraphs No. 1, C (1), (2), (3), and (4).

3. PROBLEMS RELATING TO THE ANALYSIS OF ACTIVITIES (SEE CHAPTER III)

A. *To check the completeness of the data used in constructing the master-list of activities.*—While the full list as published is considered reasonably complete, a study to check its completeness would be desirable. This would involve collecting statements of the activities performed by teachers in service and statements of activities that *should* be performed. The activity statements should be collected not only from the sources utilized in this study but from other sources as well, if others are available. When collected, the statements should be classified so far as possible according to the divisions, subdivisions, sections, and subsections of the check-list, in order to determine what activities, if any, are omitted. A check of this kind should be made immediately by others to validate the completeness of the Commonwealth list and should be repeated at intervals of about ten years to keep the list up to date.

B. *To check the depth of analysis to which certain divisions, subdivisions, and sections should be carried for teachers of different types.*—As explained in the text of Chapter III, Sec. 3, the depth of analysis was determined by exploratory studies and with reference to the needs of public school teachers at large. More intensive analyses of different parts of the list are desirable when the teachers who will use the list can be defined as teachers of particular subjects, of particular types of pupils, or of particular communities. For example, it has been suggested that the activities in teaching subject matter (Division I) require analysis in terms of each branch of subject matter separately. The activities in school and class management (Division II) could no doubt be supplemented usefully by further analysis in

terms of particular grades, schools, and communities. Similarly with other divisions and particular sections within the divisions.

Whenever the groups of teachers with whom the list is used is restricted so as to make the group more homogeneous, it becomes desirable and practicable to carry the analysis to greater depth. Chapters IV and V contain illustrations that suggest how more specific activities may be found to supplement the check-list. Greater depth may also be secured by collecting the activities for a given phase of teaching separately, then making an independent classification. By consulting experts in particular fields related to teaching —for example, the coaching of high-school athletics—it would be possible to present an adequate analysis of each field. The Commonwealth list is confined to activities performed by typical teachers and does not include the activities performed by specialists in a given field like coaching, which a deeper analysis for a restricted type of teacher should contain.

C. *To check the adequacy of the classification.*—The staff was fully conscious of the fact that other investigators working with the same data might set up slightly different type activities or subsections and possibly different sections from those contained in the published list. A more detailed analysis would certainly raise many items from the summary paragraphs to the level of subsections. Hence it would be desirable for other classifications to be made, either with our data or with new data, in order to validate the headings on each of the different levels of the classification.

D. *To check the selection of groups of teachers for whom the activities were evaluated in this study.*—A more systematic identification of the teacher groups, by whom and for whom the activities should be rated, demands an analysis of the "market" for teachers, as suggested in Chapter I, Sec. 2. Yet even a survey of the types of teaching positions entered by the graduates of a given training institution over a period of five years or so should reveal the types of most significance to the given school. When the specific groups of teachers have been thus defined, ratings should be obtained from each group and correlated with the ratings shown in the Summary Tables for the type of teacher most closely related to the group. Low

correlations would indicate the need for separate ratings obtained for a larger number of more closely restricted groups of teachers.

E. *To define the objectives of a given training institution, or type of training institution, in terms of the activities of most significance in the positions entered by graduates.*—A systematic study, by a representative group of training-school instructors and administrators, of the objectives implied in the activities of most curricular value to their students should produce a more serviceable statement of objectives than is now available. The statement could be directly applied to the organization of curricula, since the objectives as stated should clarify the relationship between activities and the subject matter of the courses.

F. *To validate the assumption upon which depends the evaluation of the activities, namely, the assumption that if the activities were accurately measured with reference to each criterion and distributed in accordance with such measurements, the distribution would be similar to a normal probability curve.*—Since this statistical assumption underlies virtually all measures of variability in educational data, it should be experimentally validated for each type of data studied. The suggestions offered in the foregoing paragraphs with regard to experimental methods of checking the validity of the ratings might well be followed in obtaining more accurate measurements of each activity in units of time, frequency of actual occurrence in stenographic records, or other quantitative units. The distribution might then be plotted and the assumption checked.

G. *To investigate the assumption that the activities which teachers should perform are more readily identified when the activities that teachers do perform are known.*—This assumption is entirely plausible; yet before the Commonwealth list is used as a basis for researches into special phases of teaching it needs to be verified. The assumption may be readily tested by having a number of experts in different phases of teaching each prepare a list of activities that teachers should perform. If for each phase of teaching, pairs of experts are chosen of whom one works with the list and one without it, a comparison of the results should be sufficient to confirm or to invalidate the assumption.

H. *To determine the relationship between amount of experience in teaching and nature of the teaching position held as determining the difficulty of the type activities for the typical teacher.*—Our exploratory studies suggested that the difficulty of teaching activities is determined by a complex of factors of which the nature of the position held is one of the more important. Other factors should also be compared, such as the teacher's intelligence, scholarship, subjects taught, grade, average intelligence of the pupil group, and type of community. The relationship of such factors of difficulty may be determined if the ratings of all teachers reporting are assumed to be equally valid. By selecting a group of teachers of whom half have taught in high schools and half in elementary schools, and of whom half the teachers in each type of school have taught six months while the other half have taught three years, the difficulty ratings obtained from the group as a whole would show whether differences in experience or differences in grade level produced the greater variability in the ratings. Similar groupings to cover other factors of difficulty in pairs would provide data for the necessary partial correlations. The importance of such studies is obvious. Difficulty of performance not merely affects the curricular value of an activity but also in large measure affects the methods used in teaching it to students.[1]

4. PROBLEMS RELATING TO THE USE OF EVALUATED ACTIVITIES IN CONSTRUCTING OR REVISING CURRICULA FOR TEACHERS (SEE CHAPTERS IV AND V)

A. *To improve the techniques (described and illustrated in Chapter IV, Sec. 3, and Chapter V, Sec. 3) whereby the fundamental principles, laws, or generalizations of a course may be helpfully related to the teaching activities governed by such principles.*—There is, of course, no single procedure by which to define the "principles" that express a universal truth, since such truth is modified by further knowledge. Moreover, the ability of a single instructor or group of instructors to select the activities that are significantly related to a given principle has been found to vary considerably. Consequently there is need for investigation to determine, from the results of a consensus of qualified authorities in a given field such as educational psychology, upon

[1] See O.R., VI–1, for detailed discussion of difficulty analysis, as a technique for constructing the training curriculum.

what relationships between the activities and the principles there is substantial agreement. Even though the number of relationships accepted by the group is small as compared with the number indicated by individuals, the results would be highly useful. With the relationship between certain principles and certain activities determined, the principles may be used to supply methods of performing the activities; the activities may be used to illustrate the principles; and problems in the field of teaching method may be more clearly defined for investigation than is now possible. Studies to determine such relationships between activities and so-called "principles" are urgently needed in each of the professional subjects.

B. *To determine experimentally the relative values of typical elements in the training curriculum as contributing to the efficiency of teachers in service.*—Among such elements may be mentioned, for example, the teacher's activities and specific methods of performing them; the teacher's problems, as represented by complicated classroom situations or situations outside the classroom; and the principles or factual information that presumably enables the teacher to plan and execute his work more wisely. Some work has been done in the direction of analyzing the professional equipment of teachers in service. There is, however, scant evidence either way regarding the value of the theoretical subject matter that constitutes so large a proportion of the prospective teacher's program. Nor is there much positive evidence regarding the value of training in the specific activities the teacher will have to perform, except in so far as the first few months of full-time teaching are equivalent to such training and are known to be highly valuable under proper supervision. Finally, there is little or no objective evidence regarding the value of systematic practice in the solution of typical teaching problems. It is therefore highly desirable that each of the three curriculum elements mentioned, and others of equal importance, be separately evaluated by experiments objectively recorded.

Such experiments should proceed in two directions. The first and simpler experiment should apply a battery of tests to a group of highly expert teachers for the purpose of recording the extent to which each has mastered the elements of the typical training curriculum. For example, How able is each of the expert teachers to

describe the methods proposed by authorities and taught to prospective teachers for the performance of certain important teaching activities? How able is each teacher to work out in detail and on paper the solution of a complicated teaching situation? How able is each teacher to quote the "principles" taught to prospective teachers or to identify and apply such generalizations to appropriate phases of his work? The results of such tests would offer an excellent basis for evaluating the elements tested and for emphasizing each element more nearly in proportion to its value.

The second type of experiment might consist in organizing as many equivalent sections of one or more training courses as there are elements to be evaluated. If the three elements just mentioned are to be evaluated, three sections would be organized. One section of the course would have the instruction based primarily on the study of teaching objectives, activities leading to the objectives, and methods of performing the activities. Another section would have its work confined to the analysis and solution of increasingly complicated but typical problems covering various phases of the teacher's work. A third section would study, discuss, and compare the theoretical content of the professional textbooks. At the end of the year the students from all sections might be assigned to a course in practice teaching in which their classroom performances could be accurately recorded and evaluated. The distribution of the more proficient teachers among the three training sections would then be a question of much interest. The experiment thus superficially outlined would naturally be more conclusive if the evaluation were made at the end of the first year of full-time service.

C. *To determine the nature and sequence of training courses most useful to prospective teachers of a given type.*—A study of this problem might naturally start with an intensive analysis of the duties performed by teachers of the given type at the end of the first year of service. Table A should indicate specifically enough the duties to be analyzed. The next step would consist in collecting and studying the problems and deficiencies of these teachers as reported by qualified supervisors and by the teachers themselves. The training courses completed by each teacher might then be studied (from the course outlines, syllabi, textbooks, and stenographic reports) to

locate the materials related to the teacher's significant duties and difficulties. Such items would naturally be retained in the courses. The proportion of the items retained in each course would determine whether the course as such should be retained in the program for teachers of the given type or be combined with other courses having similar objectives. Such additional materials as are required to cover the significant activities and difficulties might then be appropriately classified—in existing courses where possible and in new courses where necessary.

PART II

THE FINDINGS

As will be noted in the Table of Contents, Part II is composed of data developed by the study that are presented for use by other investigators. Each of the items in Part II is discussed in the appropriate chapter of Part I. As in Part I, the footnote references following the symbol O.R. apply to the *Official Record* of the study wherein the published data are presented in fuller detail.[1]

[1] See O.R. Part II–1, for Basic Assumptions implied.

SECTION I

A LIST OF TEACHERS' TRAITS AND TRAIT-ACTIONS

1. *Accuracy:*
   - *a*) Records pupils' results correctly.
   - *b*) Checks up on pupils to see if observations have been correct.
   - *c*) Pronounces technical terms properly.
   - *d*) Makes correct factual statements of subject matter.
   - *e*) Requires pupils to do their work accurately and correctly.
   - *f*) Gives accurate and correct assignments.
   - *g*) Gives correct dates in history work.
   - *h*) Follows instructions carefully.
   - *i*) Hands in correct reports and record books.
   - *j*) Rechecks reports before sending them to principal.
2. *Adaptability:*
   - *a*) Likes to be wherever he is.
   - *b*) Meets the people of the community on their own level.
   - *c*) Does not dance nor play cards if the community objects.
   - *d*) Makes the best of every bad situation.
   - *e*) Gives up preconceived notions.
   - *f*) Changes original plans in an emergency.
   - *g*) Enters into the social spirit of the group.
   - *h*) Adapts what he reads and hears to his own needs.
   - *i*) Thinks in terms of reactions produced in the children.
   - *j*) Plays with the children.
   - *k*) Adapts himself to the trend of conversation.
3. *Alertness:*
   - *a*) Observes pupils who seek attention.
   - *b*) Gets a new idea promptly.
   - *c*) Watches for new material to be used in the work.
   - *d*) Permits nothing to "get by."
   - *e*) Gives close attention to the subject of conversation.
   - *f*) Sees new things to do.
   - *g*) Discerns lack of interest and the reason for it.
   - *h*) Discerns the backward child.
   - *i*) Reacts quickly in class to new trends of thought brought up by pupils.
   - *j*) Knows what is going on in the room.
4. *Ambition:*
   - *a*) Takes extension courses.
   - *b*) Endeavors to correct his faults.

c) Attends summer school.
d) Trains himself more than is required.
e) Tries to make his work succeed.
f) Tries to work himself up to a high position in the school system.
g) Gets supervisor to teach for him in order to learn better methods.
h) Spends time and energy improving himself outside of school hours.

5. *Animation:*
a) Talks and laughs with a good spirit.
b) Expresses enthusiasm in eyes.
c) Conducts the class work so that recitations do not drag.
d) Does not just sit.
e) Talks forcefully, with feeling, warmth, and energy.
f) Speaks rapidly when discussing a question of interest to him.
g) Makes the work alive and interesting.
h) Walks with buoyancy and spring.

6. *Appreciativeness:*
a) Always commends child when work is done as well as the child can do it.
b) Admires clothes of pupils.
c) Compliments others for good work.
d) Praises some little desirable characteristic of pupils.
e) Gives praise to inferior child where possible.
f) Appreciates the kind things the pupils do for him.
g) Smiles when the pupils do good work.
h) Commends the best in his fellow-teachers.
i) Tells supervisor of particularly helpful phases of training received.

7. *Approachability:*
a) Knows how to meet people.
b) Makes pupils feel that they know him.
c) Approaches people easily.
d) Meets people in a pleasing way.
e) Gets child to talk to him.
f) Talks to pupils at any time.
g) Does not cause pupils to fear him.
h) Plays with pupils.

8. *Attractive personal appearance:*
a) Takes pride in good appearance.
b) Walks with a straight, upright posture.
c) Does not wear the same thing day after day.
d) Does not wear dark clothes all the time.
e) Does not wear shoes that are run over at the heels.
f) Combs hair attractively.
g) Wears simple but attractive clothes.
h) Looks well in clothes.

i) Keeps skin in healthy condition.
j) Walks erect.
k) Dresses in good style.

9. *Breadth of interest:*
a) Does not limit interest to his own room and pupils only.
b) Does not confine ideas to own work when reading the newspaper.
c) Keeps information in which children are interested at his fingertips.
d) Does not talk shop all the time out of school.
e) Answers questions out of the range of the lesson.
f) Brings in all sorts of lessons to children.
g) Knows what is happening in the world.
h) Reads magazines and periodicals.
i) Shows interest in civic affairs.
j) Attends lectures, concerts, musicales.
k) Travels.
l) Makes friends in other occupations than his own.
m) Interests self in outside activities—tennis, golf, swimming.
n) Talks well on many subjects.
o) Takes an interest in extra-curricular activities.

10. *Calmness:*
a) Does not lose his temper.
b) Does not try to cover up noise of pupils by talking louder than they do.
c) Acts quietly and deliberately.
d) Talks with irate parents in a calm voice.
e) Does not become flustered easily.
f) Does not become excited in tone or manner.
g) Does not get panicky when asked to do something out of the usual.
h) Does not show nerves.
i) Does not let minor things arouse or worry him.
j) Does not become irritable and impatient.
k) Does not nag.
l) Does not constantly move about.
m) Does not "flare up" at the youngsters.

11. *Carefulness:*
a) Checks up on reasons which pupils give for absences.
b) Makes a thorough diagnosis of problem cases before taking action.
c) Checks work plans with previous ones in order to correct faults discovered.
d) Weighs his words.
e) Shows carefulness in decisions.
f) Takes good care of school property and materials.
g) Does not adopt new proposals too readily.
h) Follows instructions carefully.

12. *Cheerfulness:*
    a) Does not look sullen.
    b) Acts as if he were glad to be living.
    c) Performs disagreeable tasks pleasantly.
    d) Looks as if he had a good time.
    e) Cheers up the other fellow.
    f) Smiles, even when things go wrong.
    g) Says "Good morning" to pupils.
    h) Shows a happy spirit in the classroom.
    i) Laughs a lot.
    j) Always wears a pleasant expression.
13. *Cleanliness.*
    a) Keeps clothes clean and well pressed.
    b) Keeps hands and nails clean.
    c) Keeps teeth in good condition.
    d) Keeps body clean.
    e) Requires pupils to keep their desks clean.
    f) Washes faces when they need washing.
    g) Keeps desk clean.
14. *Considerateness:*
    a) Informs new teachers on matters of school regulation.
    b) Visits students who are ill; writes them notes.
    c) Does not plan his schedule to the disadvantage of other teachers.
    d) Assigns work far enough ahead of time for the pupils to get it done.
    e) Shows consideration for bashful pupils.
    f) Does not ruin work that is brought to him for criticism by writing all over it.
    g) Gives pupil a chance to tell his side of the story.
    h) Does not embarrass pupil before other pupils.
    i) Does not permit noise in room to disturb teachers in adjacent rooms.
    j) Does not make personal remarks to pupils to shame them.
    k) Does not hold his classes overtime.
    l) Shows consideration for feelings of other teachers.
    m) Does not ride rough-shod over others to gain his own ends.
    n) Does not give a great deal of written work in his subject at the same time other teachers are making heavy assignments.
    o) Does not embarrass a child of inferior ability or one who has physical defects.
    p) Seats a deaf child where he can hear.
    q) Does not laugh at the actions which seem funny to him.
    r) Does not stop pupils during an enjoyable activity to correct them.
    s) Notifies the principal when he will not be able to reach school on time.

15. *Consistency:*
   a) Shows consistency in statements made at different times.
   b) Does not start a project one day and then jump to something else the next.
   c) Keeps the same type of order every day.
   d) Does not change his mind frequently about what the pupils are to do.
   e) Does not ignore breaches of discipline one day and the next day give scathing sarcasm to any pupil who dares to speak.
   f) Deals with the same infractions of rules with great uniformity.
   g) Does not talk one way and then act another.
   h) Teaches in the same manner whether the supervisor is present or not.
   i) Does not make threats which cannot be carried out.
   j) Does what he says he is going to do.

16. *Conventionality:*
   a) Sets an example in his attitude toward drinking, smoking, and questionable amusements.
   b) Does not comb hair in an odd way.
   c) Dresses in accordance with fashion, in order not to be conspicuous.
   d) Does not dance nor play cards if the community objects.
   e) Does not affect odd mannerisms of speech or action.
   f) Does not spend too much time on the streets out of school hours.
   g) Does not date with high school pupils.
   h) Sets a good example in conduct.
   i) Knows how to introduce people.
   j) Has conventional table-manners.

17. *Co-operation:*
   a) Co-operates willingly with the principal, superintendent, and higher officials.
   b) Helps willingly when asked to do so.
   c) Volunteers to help other teachers.
   d) Does not object to taking part in assembly programs.
   e) Shows readiness to talk over other teachers' work with them when they want advice.
   f) Assumes minor additional duties without complaint.
   g) Gives superintendent sufficient notice when he wishes to leave for any reason.
   h) Takes criticism in the right spirit.
   i) Makes helpful suggestions for the benefit of the school.
   j) Upholds the efforts of other teachers and of the administration concerning matters of discipline.
   k) Shows willingness to share the equipment of the school with other teachers.
   l) Goes to the superintendent first with complaints.

m) Keeps superintendent informed of activities that are for or against the institution.
n) Co-operates with other departments in correcting English errors of the pupils.
o) Correlates the work with that of other teachers.
p) Seeks parents' co-operation in the correction of pupils' difficulties.
q) Visits the supervisor and asks for advice.
r) Works with the principal to put over a program even if he doesn't approve of it himself.
s) Does not criticize policies of the administration to pupils in class.
t) Abides by the decision of the group.
u) Tries to make other teachers see the principals' point of view when they are fussing about some new requirement.
v) Does not show peevishness at having to take a slow pupil or group.
w) Helps other teachers discipline unruly pupils.

18. *Courage:*
a) Evinces courage in doing what he believes is right.
b) Disciplines children of wealthy parents without fear.

19. *Courtesy:*
a) Calls a pupil down in a quiet, friendly way.
b) Does not make personal remarks to pupils in class.
c) Speaks to pupils when he meets them on the street.
d) Speaks to townspeople; talks with them.
e) Acts courteously and cordially toward other teachers.
f) Apologizes to pupil for having been discourteous to him.
g) Sees you when talking to you; does not look through you.
h) Listens well.
i) Meets people with a gracious manner.
j) Goes into the room to greet a new teacher.
k) Shows hospitality to people who come to school to visit.
l) Never commands, but asks.

20. *Decisiveness:*
a) Comes directly to the point in conversation.
b) Makes definite decisions.
c) Settles things once for all when he does take an issue with a pupil.
d) Does not talk to insubordinate pupils in a flabby way.
e) Speaks with a positiveness that carries conviction.
f) Interprets and solves complex situations quickly.
g) Decides quickly in class as to which pupils are to perform different activities.
h) Carries out plans.

21. *Definiteness:*
a) Keeps to the subject of conversation.
b) Presents subject matter clearly.

c) Knows exactly what he wants pupils to do and how he wants it done.
d) Tells pupils explicitly what is wrong with their papers.
e) Follows a definite procedure to gain his objective.
f) Gives explicit directions for preparation of daily work.
g) Tells facts in a short, brief, clear-cut fashion.
h) Always asks the pertinent question and gives the pertinent answer.
i) Does not spend one-half hour saying what can be said in two minutes.
j) Gives his ideas in a quick, concise manner.

22. *Dependability:*
a) Sees that all necessary materials are on hand.
b) Pays bills promptly.
c) Does routine work in a satisfactory manner.
d) Puts school work above his social and personal affairs.
e) Keeps appointments.
f) Shows faithfulness in performance of regular duties.
g) Looks after minor details to give the superintendent time for more important matters.
h) Does not absent self from school in absence of superintendent.
i) Finishes a thing that he starts.
j) Keeps his promises to pupils.
k) Does not present an alibi instead of completed work.

23. *Dignity:*
a) Does not pretend to be going to cry whenever boys misbehave.
b) Does not apply rouge and powder before pupils.
c) Does not sit on the top of desk and swing feet.
d) Does not answer pupils back in same saucy way that they talk to him.
e) Does not whine about things that do not suit him.
f) Keeps purely teacher-pupil attitude toward pupils.
g) Plays the rôle of host in a charming manner.
h) Does not make silly remarks that do not suit the situation.
i) Does not gush over children.

24. *Discretion:*
a) Does not spend too much time on the streets out of school hours.
b) Does not boast to other teachers of questionable out-of-school activities.
c) Shows care in the choice of recreational activities.
d) Shows care in the subjects of conversation with high-school pupils.
e) Does not tell students about actions concerning them which have taken place in faculty meetings.
f) Shows moderation in pleasures; does not play bridge too often, attend clubs or dances too frequently.
g) Does not associate with persons of questionable character.
h) Does not go around the community discussing school affairs, difficulties, pupils, etc.

i) Shows care in what he says about the town, school, and pupils.
j) Keeps quiet when he should.
k) Remembers that the pupils are present.

25. *Dispatch:*
a) Begins lessons right away.
b) When he finishes the subject of his interview, he goes on about his business.
c) Does not hold classes overtime.
d) Interprets and solves complex situations quickly.
e) Moves pupil along in subject matter quickly.
f) Performs work expeditiously.
g) Carries out directions immediately.
h) Solves problems when they arise.
i) Makes out reports promptly.
j) Requires pupils to go to work promptly at their assigned tasks.

26. *Enthusiasm:*
a) Lives his subject; acts it; breathes it.
b) Puts the work before the pupils so interestingly that they work with zeal.
c) Likes his assignment.
d) Works zestfully.
e) Enjoys self wholeheartedly.
f) Arouses enthusiasm by tone of voice and manner.
g) Shows eagerness to take part in the teacher or group activities of the school.
h) Keeps young with the children.

27. *Fairness:*
a) Does not attempt to monopolize best room in the building.
b) Does not ask for preferences over other teachers.
c) Does not permit pupils to devote too much time to his subject.
d) Meets pupils half-way on a proposition.
e) Treats all pupils alike before the school rules and classroom procedure.
f) Treats boys and girls alike.
g) Tries to get the viewpoint of the pupil.
h) Gives pupil extra credit for work done on long and difficult projects.
i) Does not accept a pupil's side of the story as final, but investigates further.
j) Takes part of pupils in problems when they are right.
k) Admits openly when pupils are in the right.
l) Willingly goes over a paper again if pupils are not satisfied.
m) Criticizes in proportion to the seriousness of the offense.
n) Does not shift responsibility to other teachers.
o) Gives the other teachers credit for the ideas he gets from them.
p) Punishes to fit the crime.

q) Ignores his own personal likes and dislikes of pupils.
r) Treats naughty children with the same courtesy, respect, and affection as he does the good ones.
s) Reasons things out with pupils.

28. *Firmness:*
a) Secures order without apparent effort.
b) Disciplines by firmness of tone of voice.
c) Settles things once for all when he *does* take an issue with a pupil.
d) Requires work right on time.
e) Checks disorder in the beginning.
f) Holds pupils to what he wants them to do.
g) Refuses to be swayed by the illogical and emotional appeals of the students.
h) Denies special privileges to obstreperous pupils.
i) Holds pupils up to standard.
j) Talks gently and kindly but firmly to stubborn children.

29. *Fluency:*
a) Uses clear and forceful English.
b) Carries on a dinner conversation of value.
c) Converses readily and easily.
d) Gives his ideas in a quick, concise manner.
e) Speaks well on many subjects.

30. *Forcefulness:*
a) Makes people care for what he says or thinks.
b) Puts energy into his teaching.
c) Holds the attention in conversation.
d) Dominates any circle by his presence.
e) Makes pupils feel that he knows his subject.
f) Makes parents see his point of view.
g) Exerts authority when he should.
h) Requires attention from pupils when making assignments or when giving instructions.
i) Gets people to think his way.

31. *Foresight:*
a) Sees a need or result beforehand.
b) Sees where pupils are going to have difficulty and how to meet it.
c) Plans instruction wisely.
d) Forestalls disciplinary situations.
e) Keeps plenty of material with which to work.
f) Recognizes a disciplinary situation in time to avoid a climax.
g) Anticipates things that may happen and plans action ahead of time.
h) Secures a state certificate before going to that state to teach.
i) Plans the use of possible results.

32. *Frankness:*
   a) Shows that he is not pleased if pupils do not try.
   b) If he does not know a fact which the pupils ask about, he admits it.
   c) Admits frankly to the principal his inability to handle a situation.
   d) Gives adverse criticism when it is needed.
   e) Asks superintendent frankly how to solve a problem.
   f) Comes to principal and states case when not treated squarely.
   g) Admits the fact that he cannot handle a child.
   h) Talks openly and above-board.
   i) Does not hold things back.
   j) Tells the teacher personally when he disagrees with him on a procedure.
   k) Expresses his opinions on subjects when he has any.
   l) Tells the parents in a courteous manner the truth about the pupils.

33. *Good judgment:*
   a) Gives good reasons when he advises that a plan or project should be discarded.
   b) Waits until children are calm to talk things over with them.
   c) Does not think that teachers are superior to others.
   d) Does not try to check up on every little thing that does not concern him.
   e) Does not spend too much time on non-essentials.
   f) Makes an effort to know conditions back of a situation.
   g) Takes criticism in the right spirit.
   h) Wears clothes that are appropriate for school.
   i) Distinguishes effort from scholarship.
   j) Sees good traits in people who are not socially refined.
   k) Seeks opinion of head of department about changes within the department.
   l) Groups students according to ability.
   m) Does not give pupils too many liberties.
   n) Distinguishes between good and bad work.

34. *Good taste:*
   a) Decorates room attractively.
   b) Dresses in accordance with fashion, in order not to be conspicuous.
   c) Does not apply rouge and powder before pupils.
   d) Wears clothes that are appropriate for school.
   e) Does not embarrass individual pupils by a display of affection toward them.
   f) Sets a good example in speech.
   g) Does not chew gum.
   h) Never uses rough, uncouth expressions.
   i) Does not treat religions flippantly.
   j) Does not repeat school gossip to the people in the community.

35. *Health:*
   a) Conserves personal strength.
   b) Inculcates health and other good habits in pupils.
   c) Does not neglect relaxation.
   d) Takes part in sports—skating, dancing, horseback riding.
   e) Keeps self in good physical and mental condition.
   f) Does not fatigue even under a strenuous day's work.
   g) Shows obvious lack of "nerves."
   h) Does not allow the pupils to sit with coats and rubbers on.

36. *Helpfulness:*
   a) Sacrifices some of the time he might have for himself to children who need sympathy and time.
   b) Helps older students, former pupils, who come to him for advice.
   c) Contributes willingly to research studies of others.
   d) Simplifies material for pupils.
   e) Does more than is asked of him.
   f) Helps willingly when asked to do so.
   g) Volunteers to help other teachers.
   h) Shows readiness to talk over other teachers' work with them when they want advice.
   i) Assumes minor additional duties without complaint.
   j) Makes helpful suggestions for the benefit of the school.
   k) Contributes to the support of religious activities.
   l) Informs new teachers on matters of school regulation.
   m) Helps other teachers in emergency situations.
   n) Helps pupils find work when they need financial aid.
   o) Follows up old students to help them.

37. *Honesty:*
   a) Commends children's honesty to parents.
   b) Does not try to "get by" with anything.
   c) Always tells the truth.
   d) Uses honest methods to win athletic games.
   e) Admits a change of opinion.
   f) Tells truthfully the amount of professional work and reading done.
   g) Records arrival time on time chart correctly.
   h) Signs his name for library books when taking them out.
   i) Does not flatter to gain desired objectives.
   j) Pays bills promptly.
   k) Lives up to his word.
   l) Does not tell lies to protect himself or anybody else connected with the school.
   m) Does not show a pleased compliance with their suggestions and then fail to carry them out.
   n) Teaches in the same manner whether the supervisor is present or not.

38. *Imaginativeness:*
    a) Shows a touch of idealism with common sense.
    b) Does creative teaching.
39. *Independence:*
    a) Does not ask the superintendent what to do in each case.
    b) Does not take mother along when applying for job.
    c) Does not "stick" too closely to the textbook; enriches the course.
    d) Meets and solves problems without seeking aid from others.
    e) Performs activities without being told to do so.
40. *Industry:*
    a) Studies the work.
    b) Does not waste time.
    c) Puts school work above social and personal affairs.
    d) Reads themes and test papers thoroughly.
    e) Gives best effort to work and pupils.
    f) Looks for new materials in the public library.
    g) Gets down to business and sticks at it.
    h) Does not want to stop at three o'clock.
    i) Shows a "work spirit."
    j) Begins to work on the very first day of school.
    k) Does not hesitate to give work which brings in many papers to grade.
    l) Studies at home in the evening.
41. *Initiative:*
    a) Does creative teaching.
    b) Inaugurates beneficial activities within the class and the school.
    c) Starts organizations among the pupils.
    d) Develops new ideas.
    e) Carries out experimental work for the whole school.
    f) Seeks more effective ways of doing work.
    g) Tries out new ideas found in professional reading.
    h) Performs activities without being told to do so.
42. *Insight:*
    a) Senses a situation.
    b) Sizes up the environment.
    c) Sees through a problem.
    d) Senses discord quickly.
    e) Sees good traits in people who are not socially refined.
    f) Sees why the child follows certain lines of behavior.
    g) Diagnoses surroundings in which he works.
    h) Adjusts treatment to each child.
    i) Recognizes individual differences.
43. *Inspiration:*
    a) Stimulates in pupils a desire to work which continues in his absence.
    b) Arouses pupils' desires to "get ahead."

c) Causes pupils to love the subject.
d) Shows pupils the beautiful side without preaching to them.
e) Delegates duties to pupils and makes it an honor to do those things.
f) Gives pupil a real and abiding interest in work.
g) Encourages pupils to investigate problems themselves.
h) Gives interesting and inspiring talks before assembly.
i) Arouses interest of children in work before presenting it.

44. *Intellectual curiosity:*
a) Shows curiosity about new ways of doing things, the methods of doing them, and the reasons for doing them.
b) Reads good books.
c) Asks about things he does not understand.

45. *Intelligence:*
a) Masters any material which he reads without much effort.
b) Talks intelligently on educational and current affairs.
c) Sees through a problem.
d) Asks intelligent questions.
e) Reasons logically.
f) Shows a clear idea of the objectives to be attained in his subject.
g) Possesses thorough knowledge of pupils' ability and progress.
h) Listens intelligently.
i) Understands directions.
j) Understands why he has failed.
k) Does not need to be told the same thing twice.

46. *Interest in the community:*
a) Stays in town over the week-end.
b) Makes an effort to make community activities more safe.
c) Prepares programs for mothers' club.
d) Assists community organizations with their benefit programs.
e) Takes an interest in religious life of community.
f) Speaks to townspeople; talks with them.
g) Studies and tries to understand the needs and conditions of the community.
h) Gets acquainted with people in the community.
i) Establishes friendly relationships with pupils and with townspeople.

47. *Interest in profession:*
a) Works constantly for the school.
b) Does not work for money only.
c) Shows a friendly attitude toward the institution and the administration.
d) Considers the good of the school before personal convenience.
e) Willingly makes sacrifices for the good of the department.
f) Studies at home in the evening.
g) Participates whole-heartedly in faculty meetings.
h) Discusses educational problems with others.

i) Carries on graduate work in own teaching field.
j) Constantly watches for professional information.
k) Talks happily of the work.
l) Displays work in the yearly school display.
m) Gets supervisor to teach for him in order to learn better methods.
n) Inquires into the phases of the work in order to master it.
o) Shows interest in research.
p) Becomes a member of national, state, and local teachers' organizations.
q) Reads professional magazines.
r) Attends summer school.
s) Keeps informed on recent writings on own teaching subject.
t) Understands new methods of teaching.

48. *Interest in pupils:*
a) Attends to just complaints of students.
b) Places materials on display that interest pupils.
c) Enjoys watching pupils' pleasures.
d) Talks with individual pupils about matters of interest to them.
e) Discovers pupils' special abilities.
f) Determines causes of pupils' poor work.
g) Likes the pupils.
h) Holds group conferences with girls or boys to discuss matters of common interest.
i) Gives pupil advice on personal problems in a tactful way.
j) Deals with pupils as individuals rather than as a group.
k) Comforts ill, despondent, discouraged pupils.
l) Endeavors to solve the problem cases.
m) Plays games with the pupils.
n) Visits the homes.
o) Praises the things which pupils make out of school.
p) Learns the personal affairs and home conditions of the pupils.
q) Considers it a privilege to meet the parents.
r) Follows up old students to help them do things in which they are interested.
s) Makes the room a place of interest for the child.
t) Sees that the pupils are worth more than the subject.

49. *Kindliness:*
a) Soothes a child who gets hurt in playing.
b) Does things to please people.
c) Does personal things for pupils.
d) Praises new clothes that pupils wear.
e) Shows kindness in facial expression.
f) Visits pupils who are ill; writes them notes.
g) Does not plant suspicion in other teachers' minds.

h) Gives kindly and fatherly talks to students who need advice.
i) Gives child an extra chance.
j) Shows pupils results of practices which they should not be performing.

50. *Leadership:*
a) Develops in pupils a sense of responsibility.
b) Allows pupils to take the initiative in class discussions.
c) Takes the lead in organizing community affairs.
d) Does not do too much work for the boys in the shop.
e) Lets pupils participate, rather than imposing directions upon them.
f) Makes pupils feel that he knows he will get their help.
g) Develops a spirit of harmony and happiness in group.
h) Disciplines by developing accepted standards rather than by autocratic authority.
i) Sets an example in attitude toward drinking, smoking, and questionable amusements.
j) Handles student organizations effectively.

51. *Loyalty:*
a) Does not talk about other teachers outside of school.
b) Does not find fault with supervisors.
c) Keeps school matters confidential.
d) Keeps in touch with personal friends.
e) Adheres to school regulations.
f) Shows faithfulness in performance of regular duties.
g) Talks up the school system to outsiders.
h) Defends other teachers to the pupils.
i) Speaks of the community and its possibilities encouragingly.

52. *Magnetism:*
a) Secures liking of other teachers.
b) Becomes popular with pupils.
c) Creates a desire in pupils to be assigned to his room.
d) Influences pupils.
e) Enlists sympathy of pupils.
f) Gets pupils' confidence.
g) Appeals to pupils.
h) By manner, makes pupils want to do things for him.
i) Makes pupils and patrons glad to see him.
j) Makes people care for what he says or thinks.

53. *Modesty:*
a) Compares other teachers' work with his to find his shortcomings.
b) Invites co-operation of principal.
c) Does not think himself above students.
d) Does not overwork the first personal pronoun.
e) Does not boast about education and training.

f) Does not conduct himself in a conceited, brazen, or bold manner.
g) Never boasts of his own prowess.
h) Does not want to copyright own work.
i) Does not make a great display of being progressive.
j) Does not consider self superior to position.

54. *Morality:*
a) Adheres to the usually accepted canons of good morals.
b) Exerts a personal moral influence on the pupils.
c) Lives an honorable personal life.
d) Lives up to the high moral standards he advocates.
e) Acts honorably in his relations with people.

55. *Neatness:*
a) Hands in correct, neat, clerical reports.
b) Knows where to find things.
c) Demands neat papers from students.
d) Erases unnecessary writing and dead material from the blackboard.
e) Keeps buttons sewed on and shoes shined.
f) Does not keep teachers' room disorderly with personal belongings.
g) Keeps clothes clean and well pressed.
h) Keeps appearance neat and attractive.
i) Cares for appearance of finger nails and skin.
j) Returns materials to their right places.
k) Sees that pupils keep everything in place.

56. *Open-mindedness:*
a) Listens to new ideas.
b) Overlooks the deficiencies of a suburban community.
c) Gives up methods when convinced that they are not effective.
d) Recognizes the opinions of pupils.
e) Admits a change of opinion.
f) Shows willingness to change method when he finds children are not being reached.
g) Shows tolerance of modern conditions.
h) Does not base his final opinion of a pupil upon one misdemeanor.
i) Sees that arguments are brought out both for and against an issue.
j) Takes criticism in the right spirit.

57. *Optimism:*
a) Looks optimistic.
b) Does not regard his pupils as the poorest in the school.
c) Sees some good in everybody.
d) Presents bright side of any question under discussion.
e) Smiles at difficulties.
f) Acts as if he were glad to be living.
g) Makes the best of every bad situation.
h) Sees happy outcomes of things that at first seem dismal.

58. *Originality:*
   a) Plans new phases of work.
   b) Meets and solves problems without seeking aid from others.
   c) Finds constructive ways of doing work.
   d) Seeks more effective ways of doing work.
   e) Finds new ways of doing things.
   f) Does creative teaching.
   g) Offers new schemes.
   h) Suggests new things to do.

59. *Patience:*
   a) Tolerates the immature judgment of pupils.
   b) Bears with pupils in their eccentricities.
   c) Shows much patience when pupils do not understand.
   d) Goes to great length to explain any question pupils ask.
   e) Does not relinquish efforts to improve a pupil with a low I.Q.
   f) Repeats instruction over and over again with a slow pupil.
   g) Repeats orders many times without losing patience.

60. *Perseverance:*
   a) Makes a strenuous effort to cope with a difficult situation.
   b) Carries out plans.
   c) Effectively prepares pupils for the next grade.
   d) Does not start a project one day and then jump to something else the next.
   e) Attacks his problems and conquers them.
   f) Gets down to his business and sticks at it.
   g) Keeps pupils at work till it is finished.
   h) Keeps the pupils moving forward quietly and persistently.
   i) Persists in putting instruction across.

61. *Pleasantness:*
   a) Always finds something nice to say to everybody.
   b) Says "good morning" with a smile.
   c) Looks pleasant.
   d) Congratulates pupils on honors received.
   e) Speaks to townspeople; talks with them.
   f) Gives other teachers pleasant greetings.
   g) Performs disagreeable tasks pleasantly.
   h) Smiles in the presence of annoying and irritating things of school life.
   i) Meets pleasantly the criticism of uninformed parents.
   j) Laughs pleasantly.

62. *Pleasing voice:*
   a) Speaks in a quiet way.
   b) Enunciates well.
   c) Speaks with a hearty ring in the voice.
   d) Keeps voice toned low.

e) Speaks in a pleasant, well-modulated voice.
f) Does not have a whiny, babyish voice.
g) Speaks without appearing to make an effort to be heard.
h) Modulates own voice in the classroom.
i) Does not clear his voice frequently.

63. *Poise:*
a) Does not become disturbed when routine is upset.
b) Handles embarrassing situations in class in an undisturbed manner.
c) Moves about a place as if he belongs there.
d) Controls facial expression.
e) Keeps calm regardless of what happens.
f) Walks with grace.

64. *Progressiveness:*
a) Does research work.
b) Keeps up with the trend of the times in handling pupils.
c) Uses scientific research methods in teaching.
d) Constantly changes procedure to meet changing needs.
e) Takes courses at universities.
f) Tries out new ideas found in professional reading.
g) Keeps informed on recent writings on own teaching subject.
h) Understands new methods of teaching.
i) Searches for new ideas to try out.
j) Modifies teaching in accordance with new ideas.
k) Helps make many progressive changes.

65. *Punctuality:*
a) Does not return late from vacation.
b) Arrives at all appointments on time.
c) Carries out promises in the time stated.
d) Gets to faculty meetings on time.
e) Begins lessons right away.
f) Requires work right on time.
g) Meets all obligations at the time they should be discharged.
h) Gets record in on time.
i) Reaches school on time.
j) Gives requests immediate attention.

66. *Purposefulness:*
a) Knows exactly what he wants pupils to do and how he wants it done.
b) Follows a definite procedure to gain objective.
c) Teaches the lesson with a definite aim.
d) Makes objectives of the work clear.
e) Knows in what direction he is moving.
f) Determines by testing programs how well he gains his objectives.
g) Remembers the real purpose of education while enjoying the pupils.

67. *Refinement:*
   a) Shows refined social background.
   b) Appears at home in a cultured atmosphere.
   c) Uses good manners.
   d) Tells story in well-bred manner.
   e) Does not sit on top of desk and swing feet.
   f) Uses no peculiarities of speech such as, "Listen," "Don't you know," "See," etc.
   g) Does not become loud and boisterous on the street.

68. *Reserve:*
   a) Keeps school matters confidential.
   b) Does not try to plan work for supervisors and other teachers.
   c) Does not conduct self in a conceited, brazen, or bold manner.
   d) Does not go around the community discussing school affairs, difficulties, and pupils.
   e) Attends strictly to his own business.
   f) Does not broadcast his private affairs.
   g) Does not permit pupils to fondle the teacher.
   h) Does not wrestle with the pupils.
   i) Does not gossip.
   j) Never quarrels with other teachers.

69. *Resourcefulness:*
   a) Organizes subject matter to care for traits of adolescence.
   b) Cites immediately material needed by or suited to pupils.
   c) Uses any available material to illustrate his teaching.
   d) Does not take textbook as his Bible.
   e) Seeks more effective ways of doing work.
   f) Shows how the knowledge learned in class can be carried over into life-situations.
   g) Takes advantage of every good situation.
   h) Appeals to pupils' sense of honor and reason.
   i) Finds enough work to do to fill the class period.

70. *Scholarship:*
   a) Uses good English.
   b) Writes up experiments and puts them into the form of a report or articles for a magazine.
   c) Makes contributions to magazines.
   d) Writes good book reviews.
   e) Shows an easy familiarity with common facts in the professional field.
   f) Shows evidence of a good general education.
   g) Shows a complete knowledge of his subject.
   h) Shows knowledge of basic theories of subjects taught.

71. *Self-confidence:*
   a) Does what he believes to be best.
   b) Retains ultimate decisions in his own hands.
   c) Does not let the presence of visitors disturb him.
   d) Does not fear failure.
   e) Moves about a place as if he belongs there.
   f) Speaks with a positiveness that carries conviction.
   g) Feels sure of himself but is not overconfident.
   h) Does not feel sorry for self.

72. *Self-control:*
   a) Does not lose his head in a crisis.
   b) Shows obvious lack of "nerves."
   c) Controls his temper.
   d) Remains calm under trying circumstances.
   e) Does not answer pupils back in the same saucy manner in which they talk to him.
   f) Controls self in a critical issue with pupils and parents.
   g) Keeps temper under provocation.
   h) Does not lose temper when child speaks out of turn.
   i) Does not become disturbed when routine is upset.
   j) Takes criticism in the proper way.

73. *Sense of humor:*
   a) Smiles at some of the irregularities of classroom procedure.
   b) Turns slight disciplinary situations into jokes.
   c) Appreciates a joke, even at own expense.
   d) Sees the humor in a situation when a funny incident occurs in class.
   e) Laughs with the class over a joke.
   f) Enjoys jokes that pupils play on him.

74. *Simplicity:*
   a) Uses the simplest illustrations.
   b) Presents the material in simple and elemental form.

75. *Sobriety:*
   a) Does not overwork the social life of the school.
   b) Manifests a serious attitude in class.
   c) Does not drink to excess.

76. *Sociability:*
   a) Does not study to the exclusion of social contacts.
   b) Appears with an escort occasionally.
   c) Carries on a dinner conversation entertainingly.
   d) Invites new teachers to social functions.
   e) Gives a pleasant exchange of banter.
   f) Enters into the social spirit of the group.
   g) Entertains teachers and people of community at home.

h) Acts like a good sport when out with other teachers.
i) Approaches people easily.
j) Establishes friendly relations with pupils and townspeople.
k) Talks with pupils about matters which interest them; jokes with them.
l) Makes frequent personal contact with pupils.
m) Acts like a human being rather than a paid martinet.
n) Makes friends in other occupations than his own.
o) Never behaves snobbishly.

77. *Spontaneity:*
a) Smiles unhesitatingly.
b) Shows life and spontaneity in teaching.
c) Does not talk overprecisely nor with too great deliberation.

78. *Sympathy:*
a) Attempts to understand home problems of poor and of foreign pupils.
b) Gets them to tell him their troubles and interests.
c) Sees the pupils' hopes, ambitions, conflicts.
d) Tries to help pupils out of their difficulties.
e) Writes a personal note to pupils in cases of sorrow or disappointment.
f) Sees child's viewpoint in cases of discipline.
g) Relieves the mental strain when a child is tired.
h) Sees that new students are made to feel at home.
i) Makes friendly inquiry into others' personal joys.
j) Enters into children's emotional experiences.
k) Meets parent in a pleasant and sympathetic manner.

79. *Tact:*
a) Does not tell people of community "what we do in Chicago."
b) Does not state opinions in such a decided manner as to antagonize people.
c) Commands situations when they approach, not obviously, but actually.
d) Does not answer questions abruptly.
e) Chooses a mutually agreeable way of doing a thing.
f) Handles angry parents successfully.
g) Makes parents feel that the teacher is one of them.
h) Settles disciplinary situations by getting pupils' co-operation.
i) Discusses difficulties with pupils in such a way that they think they come to the conclusions themselves.
j) Laughs to save a painful situation.

80. *Thoroughness:*
a) Executes duties efficiently.
b) Defers action until all data are secured.
c) Follows up the recitation.
d) Collects more data to throw light on a puzzling situation.
e) Makes a constant repetition of school work until pupils master it.

f) Spends the necessary time to get materials in shape.
g) Effectively prepares pupils for the next grade.
h) Always collects work which he has assigned.
i) Settles things once for all when he *does* take an issue with a pupil.
j) Checks up on reasons which pupils give for absences.

81. *Thrift:*
a) Does not waste school supplies.
b) Instils ideals of saving through banking.
c) Makes good use of his time.
d) Does not waste words.
e) Does not permit supplies to be wasted.
f) Saves his money.
g) Avoids extravagance.

82. *Unselfishness:*
a) Congratulates other teachers when they get a promotion.
b) Does not become sour when duties for which he is not fitted are assigned to another teacher.
c) Shares willingly any teaching material with other teachers.
d) Co-operates willingly in matters that mean inconvenience.
e) Puts pupils' interest before own.
f) Does not always question what others and he are going to get out of a thing.
g) Does not attempt to monopolize the best room in the building.
h) Does not insist on doing what *he* wants to do.
i) Helps pupils prepare for school parties and other activities.
j) Shows an eagerness to serve which exceeds his desire for remuneration.

83. *Wittiness:*
a) Gives a pleasant exchange of banter
b) Lightens up his teaching with humor.
c) Manifests a certain amount of original wit or humor.
d) Jokes with people.

SECTION 2

MANUAL OF DIRECTIONS FOR STATISTICAL USE OF THE CHECK-LIST[1]

This section describes certain methods that have proved efficient in distributing, scoring, and rating the professional activities of teachers by means of the check-list shown on pages 257 ff. Suggestions are also offered concerning the interpretation and use of the ratings for curriculum purposes. Such suggestions, however, serve merely to define certain problems to which the data obtained by the check-lists apply. To make best use of the data the investigator should study the various types of useful applications described in Chapters III–VI.

PURPOSES SERVED BY THE CHECK-LIST

Essentially, the purpose of the check-list is to simplify the recording and analysis of professional duties performed by a selected group of teachers in service. The more important uses of such a record may be summarily listed as follows:

FOR TEACHER-TRAINING INSTITUTIONS

1. To determine the nature and distribution of the duties performed by graduates of the given institution in order that the curriculum may qualify prospective teachers to perform such duties efficiently.

2. To determine the nature and distribution of the duties performed by any other selected group of teachers in service for which a new training curriculum may need to be planned, e.g., teachers in a particular type of community, teachers of a given grade level, department, or course, and teachers in special types of schools.

3. To determine the nature and distribution of activities performed by practice teachers for sake of comparison with the professional duties performed by graduates of the training school.

4. To determine the relative curriculum value of duties performed by selected teachers in service as inferred from the teachers'

[1] See O.R., Part II–2, for more detailed account of statistical procedures involved in tabulating the check-list returns.

judgments concerning the relative difficulty and importance of the duties.

5. To determine the major difficulties met in teaching particular subjects and classes in order that the particular training course may deal directly with such difficulties.

6. To obtain judgments regarding the relative difficulty, importance, and curriculum value of the duties from authorities on particular phases of teaching, from school administrators, supervisors, and other groups for sake of comparison with the judgments obtained from teachers.

7. To determine the curriculum emphasis upon particular teaching duties and responsibilities as rated by the faculty of a given institution or department. By comparing the faculty ratings with the combined ratings of various professional groups (as shown in the tables of the text) the desirable changes in curriculum emphasis may be identified.

8. To determine by means of faculty ratings the professional duties upon which instruction in such theoretical courses as principles of education, history of education, educational psychology, *et al.*, is intended to bear. Comparison of the duties rated as important by the faculty with the duties rated as important by other professional groups will frequently suggest desirable modifications in the content of the theoretical course.

FOR PUBLIC SCHOOL SUPERVISORS

The purposes for which data obtained by the check-list are useful to teacher-training institutions are similar to the purposes of public school supervision. In planning any supervisory program it is important to know what duties are performed in various types of teaching assignments. It is also important to have a record of the teachers' attitudes toward their duties. Such attitudes are expressed by the teachers' judgments regarding the relative difficulty and importance of the duties and the need for assistance in performing the duties. Furthermore, in the general administration and supervision of teaching it is very helpful to compare the duties actually performed by teachers of the given grade levels with the duties rated as most important by representative groups of authorities, as found in the tables.

FOR RESEARCH

The research problems and techniques for their investigation that are suggested by data already obtained from the check-lists are discussed at some length in the text (see Chapter VI). Since any student undertaking to investigate such problems in teacher training may be assumed to be familiar with the report, it is enough to suggest a few major problems for illustration:

1. To determine the duties characteristic of specific types of teaching assignments.

2. To extend the analysis of teaching particular types of subject matter.

3. To analyze existing teacher-training curricula into the teaching activities implied, for purposes of comparison with activities actually performed by graduates of the given institution.

4. To improve techniques for the relation of selected teaching activities to the methods and principles governing their successful performance.

5. To improve techniques for the definition of curriculum value as indicated by activity ratings obtained from various professional groups.

REQUESTING SUBJECTS TO CHECK THE LISTS

There is great economy in obtaining returns to the check-list from teachers enrolled in training classes. Summer-school classes usually contain a much larger proportion of teachers in service, and are therefore preferable. Teachers' conferences also provide useful occasions for presenting the request, but do not increase the proportion of returns, since the list cannot be completely checked in less than five hours.

When conditions require that teachers or others be approached individually, it has been found desirable to send a return postcard which explains the nature and purpose of the request and asks for a service amounting to from five to nine hours time. The return card carries a line for the signature indicating consent to check the list as directed and to return it by the date specified. Graduates of a given institution may ordinarily be counted upon to make returns in the ratio of four to ten when properly requested by the president or dean. Teachers at large make returns in the ratio of one to ten.

SELECTING PORTIONS OF THE LIST TO BE CHECKED

It is obvious that the proportion of returns depends directly upon the amount of time involved, and the time may be reduced by omitting parts of the list. Since the complete list covers all phases of the teacher's work, it is seldom necessary to obtain ratings on all activities and for each of the four criteria. By selecting only the criteria which the desired jury is best qualified to apply and only those divisions of the list which are most pertinent to the given curriculum problem, the time required may be reduced to one hour. Careful study of the check-list and careful selection of the data needed are necessary in deciding what directions to give to the groups who are to check the list.

ADAPTING THE DIRECTIONS TO SUPERVISORY GROUPS

It will be noted that the directions which accompany the check-list are addressed to teachers only. Yet it is frequently desired to obtain ratings from instructors of teacher-training institutions, administrators, special supervisors, and other persons who do not themselves perform the activities. In submitting the check-list to such groups it is thus necessary to point out that the directions are addressed to teachers and that a supervisor would need to rate them *as if he were performing* the activities actually performed by the teachers under his supervision.

STATISTICAL TREATMENT OF RETURNS

Having secured the returns, the first step is to tabulate them so as to record the number of each of four possible ratings on each activity for each column of each page of the check-list. When thus recorded it becomes possible to determine statistically the relative rank of each activity with respect to each criterion in the judgment of the given jury.

For all practical purposes twenty-five returns from a designated group of teachers are sufficient to represent the group. Differences between the rank order of the activities based upon twenty-five returns and the rank order based upon over one hundred returns are so small as to be negligible.

TABULATING THE DATA

1. The materials and forms required for the tabulation are of two kinds, namely: (*a*) A set of twenty-five pamphlets completely checked by twenty-five teachers of a designated type (e.g., teachers of high-school English), or the equivalent of such a set, consisting for example of seventy-five pamphlets of which three groups of twenty-five teachers each have checked a different third. (*b*) A set of mimeographed forms like the following sample. The full set should contain a separate page for each column of each page of the check-list.

2. The steps involved in the tabulation are as follows:

a) Fill in the blanks at the top of the mimeographed sheet for the first page. Place in the first blank space the letter *F* to indicate that only the data in the "frequency" or *F* column of the pamphlet are to be recorded on this sheet. Place in the space reserved for "code number" a symbol representing the particular set of twenty-five returns being tabulated. The "checked by" space requires the initials of the checker.

b) Taking the first pamphlet and beginning with the first type activity, record in the proper column of the mimeographed sheet a mark to indicate whether this one teacher marked the frequency column *x*, *o*, or—.

c) Do the same with the remaining activities on the first page of the check-list; repeat this step with each of the twenty-five check-lists, then summarize in the spaces on the right margin of the record sheet.

d) Do the same with each of the remaining pages of the check-list.

e) Using a similar set of mimeographed forms, begin again with the first page and record the ratings found in the *D* (difficulty) column of each page of the pamphlet. The ratings for difficulty are recorded in the same way as the frequency ratings, except that no account is taken of the activities marked (—) in the frequency column.

f) Similarly, record the ratings in the *I* (importance) column.

g) Similarly, record the ratings in the *S* (job versus school) column.

SAMPLE TALLY SHEET*

DIVISION I COLUMN..... PAGE 3 CODE NO..... CHECKED BY.....

	X's	O's	Dashes	X	O	—	Corrected X	Corrected O	Corrected —	Score

* For purposes of official computation the tally sheets were mimeographed separately for each page of the check-list so that the spacing between the lines might be the same on both. This greatly economized time in tabulating large numbers of returns. For ordinary purposes any lined paper may be used instead, with columns drawn as in the above sample.

SCORING THE DATA TABULATED

The purpose of the scoring is to reduce the four ratings of each activity (which may be either *x*, *o*,—, or blank) to a single value for each of the four criteria used. The criteria are represented by the four columns of the check-list marked *F*, *D*, *I*, and *S*. When such values have been obtained for each activity and each criterion, they may then be combined to form a single value for the activity as rated by the group of teachers reporting.

The method of scoring involves two main steps, namely, correcting the sums in the right-hand column of the tally sheet, and combining the sums into a single weighted score for each activity. These steps will be explained in greater detail.

1. CORRECTING THE SUMS

It is necessary to correct the sums of the *x*, the *o*, and the blank ratings for each criterion except frequency, since the teachers were directed to assign none of these three ratings unless they had at some time performed the activity in question. The activities not performed are indicated by a dash (—) in the *F* column. In order that the sums of the *x*'s, the *o*'s, and the blanks may be comparable, it is accordingly necessary to correct the sum of each rating by estimating the sum that would have resulted if each activity had been performed, and consequently had been assigned one of the three ratings by each of the twenty-five teachers. To estimate this sum the following formula was used $\frac{25}{25-\text{no. dashes}}$ times the number of *x*'s or the number of *o*'s or dashes tabulated for each activity. To simplify the computation of each correction, the chart (Fig. 1) was prepared.

By means of this chart the correction may be read directly from the column headed by the number of dashes found in the frequency column for the given activity and from the line to the right of the number of *x*'s or *o*'s or dashes in the *D*, *I*, and *S* columns. This correction should be noted in the margin to the right of each line on the mimeographed sheet.

FIG. 1.—Correction chart

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	4	4	5	6	8	13	25	
2	2	2	2	2	2	3	3	3	3	3	4	4	4	5	5	6	6	7	8	10	12	17	25		
3	3	3	3	4	4	4	4	4	5	5	5	6	6	7	7	8	9	11	13	15	19	25			
4	4	4	5	5	5	5	6	6	6	7	7	8	8	9	10	11	12	14	17	20	25				
5	5	5	6	6	6	7	7	7	8	8	9	10	10	11	13	14	16	18	21	25					
6	6	7	7	7	8	8	8	9	9	10	11	12	13	14	15	17	19	21	25						
7	7	8	8	8	9	9	10	10	11	12	13	13	15	16	17	19	22	25							
8	8	9	9	10	10	11	11	12	12	13	14	15	17	18	20	22	25								
9	9	10	10	11	11	12	12	13	14	15	16	17	19	20	23	25									
10	10	11	11	12	12	13	14	15	16	17	18	19	21	23	25										
11	11	12	13	13	14	14	15	16	17	18	20	21	23	25											
12	12	13	14	14	15	16	17	18	19	20	21	23	25												
13	14	14	15	15	16	17	18	19	20	22	23	25													
14	15	15	16	17	18	18	19	21	22	23	25														
15	16	16	17	18	19	20	21	22	23	25															
16	17	17	18	19	20	21	22	24	25																
17	18	18	19	20	21	22	24	25																	
18	19	20	20	21	22	24	25																		
19	20	21	22	23	24	25																			
20	21	22	23	24	25																				
21	22	23	24	25																					
22	23	24	25																						
23	24	25																							
24	25																								

The figures at the top of each column represent the numbers of dashes appearing in the *F* or Frequency column for each activity on the 25 check-lists. The figures to the left of each line represent the number of *x*'s or *o*'s or dashes in the *D*, *I*, or *S* columns. The other figures represent the correction. For example, in computing the correction for a tally of 10 *x*'s in column *D* for an activity marked by five teachers with a dash in column *F*, select from the chart the column headed by the figure 5, then go down the column to line 10 and read the correct score, which is 12. Enter this score of 12 in the *x* column of the tally sheet on the line provided for the given activity.

2. COMPUTING THE SCORE

In computing the score it was found that for all practical purposes a sufficiently reliable value for each activity could be obtained by multiplying the number of *x*'s (as corrected) by 3, the number of dashes by 2, and the number of *o*'s by 1; then adding the three products to obtain the single value.

By means of the key (Fig. 2) the score for a given activity may be read from the corrected number of *x*'s and *o*'s respectively. The score should then be adjusted by subtracting 2 for each dash.

DETERMINING DECILE RANKS OF THE SCORED ACTIVITY

In using the returns to determine what activities are most significant for a given group of teachers, it is necessary to provide a more convenient index of the relative significance of the activities than the numerical scores themselves. The decile rank of each activity is a satisfactory index.

In determining the deciles when the activities are distributed

according to ratings in any one column, the following steps are necessary:

a) Prepare a form bearing the numbers 0, 10, 20, 30, 40, 50, 60, 70 along the left margin, and the digits from 0 to 9 along the top line. Since the maximum score obtainable for any activity is 25×3, or 75, this form provides for all possible scores.

FIG. 2.—Score Key

O's	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25
1	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	
2	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29		
3	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31			
4	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33				
5	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35					
6	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37						
7	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39							
8	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41								
9	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43									
10	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45										
11	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47											
12	62	61	60	59	58	57	56	55	54	53	52	51	50	49												
13	63	62	61	60	59	58	57	56	55	54	53	52	51													
14	64	63	62	61	60	59	58	57	56	55	54	53														
15	65	64	63	62	61	60	59	58	57	56	55															
16	66	65	64	63	62	61	60	59	58	57																
17	67	66	65	64	63	62	61	60	59																	
18	68	67	66	65	64	63	62	61																		
19	69	68	67	66	65	64	63																			
20	70	69	68	67	66	65																				
21	71	70	69	68	67																					
22	72	71	70	69																						
23	73	72	71																							
24	74	73																								
25	75																									

The figures at the top of each column represent the number of *o*'s as shown for the given activity on the tally sheet and corrected. The figures to the left of each line similarly represent the number of *x*'s. The other figures represent the scores for the given activity. For example, if a given activity is shown on the tally sheet to have been rated *x* sixteen times and *o* twice and marked with a dash once, the score read from the key is 64. Subtract 2 for each dash and the score value for the activity in the given column is 62.

$x=3$ $b=2$ $o=1$ $-=0$.

b) Tally on this form the scores for each activity and each of the four columns.

c) Determine the first decile point by counting back from the highest score to the fifty-sixth score, since 10 per cent of 599 activities is 56. If all 913 activities should be used, count back to the ninety-first score.

d) Proceed similarly with the lower deciles.

SECTION 3

CHECK-LIST OF TEACHERS' ACTIVITIES

COMMENT ON FORM OF CHECK-LIST

On page 256 is shown the Data Blank which was used to secure facts about the individuals by whom the list of activities was checked. By means of these data it was possible to throw the check-list returns into a large number of groups. The decile ratings were determined for twenty-nine of these groups. The methods by which the groups were selected have been fully described in Chapter III. The Data Blank is thus presented merely for use by other investigators who may use the check-list to secure returns from local sources.

On the check-list that begins on page 257, the reader will find a somewhat unconventional method of lettering and numbering the items. Instead of confining the arabic numbers to activities on the same level of subordination, as is customary, a different serial number has been given to each item in the total list, whether it be a section or a subsection of the classification. Capital letters are added to the serial numbers to distinguish the section headings. Until serial numbers were given to the sections, it was found difficult to use the list in classifying course topics on the basis of the activities, since many topics classify only under the section headings.

The reader will note also that while both sections and subsections receive the serial numbers, only the subsections are to be rated in the check-list. Consequently, the serial numbers used to designate activities in the various lists of the text are not in all cases consecutive. Discrepancies in the sequence of numbers are usually due to the omission of the section headings on which no evaluations were called for. All headings in the check-list that were not rated are printed in bold-face type.

DIRECTIONS FOR CHECKING

The master-list of teachers' type activities herewith presented is divided into seven divisions. You should complete one division before proceeding to the next. With each division proceed as follows:

Read the type activities to get a clear idea of what they mean. Then follow the directions below as numbered.

1. Fill out the column headed by the letter *F* (frequency). Indicate with a dash (—) those type activities which in your present position you do not perform. Place the letter *x* after the most frequently performed type activities (those which you perform once a week or oftener). Place the letter *o* after the least frequently performed type activities (those performed once a semester or once a year). Leave the other type activities unmarked. These other type activities will be those which you perform oftener than twice a year, but not so often as once a week.

2. In dealing with the remaining three columns, pay no attention to those type activities marked with a dash (—) in the frequency column, i.e., those which you do not perform.

3. Proceeding to the column headed by the letter *D* (difficulty of learning) write the letter *o* opposite those type activities which you believe you have learned with little or no effort. Write the letter *x* opposite those type activities which were, or still are, very difficult for you *to learn* to perform. Do not mark the remaining type activities in this column.

4. Proceed next to the column marked *I* (general importance). Write a dash (—) after the type activities which you think ought not to be performed. Then consider the remaining type activities. Place an *x* after those type activities in the highest rank of importance, i.e., after those type activities which you consider so important as to be essential to the efficient conduct of the school. Write *o* after the type activities which are of least importance. Do not mark in this column the other type activities (those of average importance).

5. Finally, proceed to the column headed *S* (learning in school). Write an *x* after those type activities which you feel to be so important and difficult that they should be taught in teacher-training courses to all prospective teachers. Place *o* after those type activities which can be so readily picked up by experience in the teacher's first position that they do not need to be taught in the training school. Do not mark the remaining type activities in this column.

DATA BLANK

Name_____

Schooling (give institutions attended beyond high school and number of years of attendance at each)_____

_____

_____

_____

Years experience in teaching_____.

Describe in some detail the position you now hold if engaged in school work. Otherwise, describe the position last held. If you are now teaching, include in your description the subjects and grades taught._____

_____

_____

_____

How many semester-hours or majors of professional courses in education have you completed (both graduate and undergraduate)?_____

How much practice teaching, if any, does this include?_____

Suggestions and recommendations concerning your difficulties with this material and the modification of our forms and directions (use back of sheet if necessary):

_____

_____

_____

_____

Signed _____

Street and number_____

Post-office _____

State _____

Name of your school_____

DIVISION I

TEACHERS' ACTIVITIES INVOLVED IN CLASSROOM INSTRUCTION

Subdivision A. Teaching Subject Matter

Follow Directions for Checking Given on Page 254	F	D	I	S
1. **A. Planning:**				
2. *Selecting activities to be planned:*				
3. Selecting objectives				
4. Planning selection and organization of subject matter				
5. Planning methods of developing interests				
6. Planning methods of instruction				
7. Planning methods of assigning work				
8. Planning methods of providing sufficient opportunity for pupils' activities				
9. Planning facilities for individual study				
10. Planning methods of evaluating pupils' needs, abilities, and achievements				
11. Planning methods of developing teachers' personal traits				
12. Finding adequate time for planning				
13. Finding efficient methods of planning (e.g., working out methods, obtaining methods from others)				
14. Writing and recording plans (e.g., outlining plans noting central points)				
15. Evaluating and revising plans (e.g., correcting plans after use, adjusting plans to results of tests)				
16. Filing and preserving plans				
17. Utilizing plans (e.g., referring to plans while teaching)				
18. **B. Setting up objectives:**				
19. Defining general objectives for the grade or subject (selecting appropriate aims of education)				
20. Defining specific objectives in harmony with general objectives (selecting desired outcomes for the lesson or unit with reference to major objectives)				
21. Presenting, explaining, and illustrating objectives to pupils (e.g., discussing plans with teachers, getting pupils to adopt teachers' purposes)				

DIVISION I—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
22. Evaluating objectives (e.g., deciding relative importance of specific objectives by consulting experts, by classroom experiments)				
23. Utilizing objectives (e.g., referring to objectives in selecting subject matter, in choosing methods, in planning procedures)				
24. **C. Selecting and organizing subject matter** (subject matter includes information, pupil experiences, ideals, attitudes, skills, and learning activities):				
25. Securing adequate command of subject matter to be taught (e.g., preparing lessons, reading up on subject, securing adequate background)				
26. Taking account of specific objectives (e.g., selecting materials with reference to objectives)				
27. *Taking account of pupils' interests, abilities, and needs:*				
28. Selecting subject matter with reference to pupils' interests (e.g., introducing discussions of school events, pupils' hobbies, topics suggested by pupils)				
29. Selecting subject matter with reference to pupils' abilities (e.g., providing practice in skills needing development, recognizing individual abilities in selecting collateral reading)				
30. Selecting subject matter with reference to pupils' needs (e.g., providing material useful to individuals concerned)				
31. Selecting proper materials for study (e.g., selecting self-teaching material, listing items for pupils to learn)				
32. Adapting materials to time limit (e.g., selecting material on the basis of time available)				
33. Determining difficulty of materials (e.g., refraining from the use of unfamiliar terms, determining the difficulty of each unit)				
34. Arranging sequence of units (e.g., arranging materials in proper teaching order)				
35. Organizing and recording materials for class use (e.g., outlining, constructing units, making syllabi)				
36. Evaluating organized material (e.g., noting merits and defects of materials as organized)				
37. Finding adequate time for selection and organization of materials				

DIVISION I—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
38. **D. Developing interests:**				
39. Determining pupils' interests (e.g., finding pupils' likes and dislikes)				
40. Suggesting new interests (e.g., exposing pupils to good magazines, encouraging optional work, providing opportunity for self-expression)				
41. Emphasizing uses and values of class work (e.g., showing benefits, applications, practical uses)				
42. Using interesting methods of instruction (e.g., methods to catch and hold interest and attention)				
43. **E. Instructing:**				
44. Selecting types of instruction adapted to needs of class (e.g., adjusting type of instruction to materials, abilities, and objectives)				
45. Following up pupils' responses (e.g., developing topics, correcting statements, answering questions)				
46. Showing relationships in presentation of materials (e.g., relationships between subject and life, between parts of course, between different subject)				
47. Selecting points for special emphasis (e.g., items in day's work, topics, principles, problems)				
48. Presenting supplementary material (supplying background, developing topics in sufficient detail)				
49. Selecting effective illustrations (e.g., anecdotes, diagrams, models, pictures, specimens)				
50. Presenting learning exercises and problems (e.g., formulating questions, introducing problems, presenting drill exercises)				
51. Indicating pupils' difficulties and errors (e.g., showing written work to be incomplete, selecting weak points for review)				
52. Suggesting methods of overcoming difficulties (e.g., explaining solutions, suggesting remedial work, deciding when to offer suggestions)				
53. Utilizing pupils' contributions from reading and experience (e.g., using pupils' questions, discussing projects undertaken by pupils)				
54. Demonstrating skills and learning procedures (e.g., working out problems on board, explaining each step in the solution)				

DIVISION I—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
55. Formulating conclusions, solutions, and summaries (e.g., carrying discussion to definite conclusions, reaching solutions, summarizing work covered)				
56. Economizing time (e.g., preventing loss of time, omitting unnecessary work, adjusting procedures to time available)				
57. Conducting reviews (e.g., preparing review questions, reviewing day's work, the unit, the course)				
58. **F. Assigning work:**				
59. Selecting group assignments (e.g., planning, making, presenting assignments)				
60. Presenting directions for doing work (e.g., rules for study, supplementary explanations, demonstrations)				
61. Checking pupils' understanding of work to be done (e.g., having pupils repeat assignments, copy assignments, begin to prepare them in class)				
62. Adapting assignments to the abilities and needs of the class (e.g., determining best time for making assignments, determining scope and difficulty of assignments)				
63. Adapting assignments to the needs of individual pupils (e.g., making assignments according to individual needs and abilities)				
64. Following up assignments (e.g., having corrections made, work completed, completed on time)				
65. **G. Providing sufficient opportunity for pupils' activities:**				
66. Avoiding unnecessary participation by teacher in class work (e.g., restricting teacher participation to the minimum)				
67. Distributing opportunities among individual pupils (e.g., distributing questions evenly, encouraging slow pupils)				
68. Allowing pupils to assume adequate responsibility (e.g., making pupils responsible for preparation of work, for conduct of class activities, for criticism of pupils' contributions)				
69. **H. Providing facilities for individual study:**				
70. Providing necessary time and assistance (e.g., conducting supervised study periods, holding private conferences, allowing time for individual help in class)				
71. Providing necessary materials (e.g., blackboard, charts, drill cards, maps, models)				

DIVISION I—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
72. **I. Investigating and evaluating pupils' needs, abilities, and achievements:**				
73. Setting up standards of achievement (e.g., determining basis for marks, setting requirements for pupils to meet)				
74. Devising and selecting tests (e.g., constructing "new type" tests, making out examination questions)				
75. Inspecting pupils' work and methods of study (e.g., seeing that work is neat, checking efficiency of study methods)				
76. Administering tests (e.g., determining time for testing, methods of conducting tests)				
77. Recording results of tests (e.g., making record of pupils' marks, marking tests and papers)				
78. Diagnosing pupils' difficulties and needs (e.g., finding causes for pupils' test results, locating special needs of individual pupils)				
79. Following up diagnosis (e.g., indicating means of improvement, commending good work, pointing out errors)				
80. **J. Exhibiting useful teaching traits:**				
81. Expressing interest in subjects taught through such traits as scholarship, dramatic sense, appreciation of aspects appealing to pupils				
82. Expressing interest in individual pupils through such traits as sympathy, loyalty, friendliness, good humor				
83. Expressing qualities of leadership, such as self-confidence, fairness, open-mindedness, energy				

DIVISION I—*Continued*

SUBDIVISION B. TEACHING PUPILS TO STUDY

NOTE.—The items listed under Subdivision B represent activities performed by pupils in studying. It is the teacher's function to direct and teach these activities. Each item consequently implies certain teaching activities on the basis of which it can be checked.

Follow Directions for Checking Given on Page 254	F	D	I	S
84. **A. General activities:**				
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations				
86. Teaching pupils to develop traits and habits				
87. Teaching pupils to participate in class activities				
88. Teaching pupils to establish friendly relations with other pupils				
89. Teaching pupils to develop individual tendencies and abilities				
90. Teaching pupils to solve problems				
91. Teaching pupils how to improve skills and abilities				
92. Teaching pupils to make practical use of materials studied				
93. Teaching pupils to make economical use of time				
94. Teaching pupils to meet formal requirements				
95. **B. Specific activities:**				
96. Teaching pupils to decide what is to be done				
97. Teaching pupils to check teachers' directions for clearness				
98. Teaching pupils to foresee results to be obtained				
99. Teaching pupils to plan methods of work				
100. Teaching pupils to gather reading materials				
101. Teaching pupils to find desired information from reading material				
102. Teaching pupils to obtain information from sources other than reading				
103. Teaching pupils to recall useful information obtained from reading and experience				
104. Teaching pupils to collect necessary supplies and equipment				

DIVISION I—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
105. Teaching pupils to obtain a proper prospective of the course				
106. Teaching pupils to maintain a critical attitude toward material studied				
107. Teaching pupils to prepare for class work				
108. Teaching pupils to locate specific problems				
109. Teaching pupils to analyze problems				
110. Teaching pupils to organize material in proper form				
111. Teaching pupils to summarize material				
112. Teaching pupils to memorize material				
113. Teaching pupils to combine ideas in proper relationships				
114. Teaching pupils to discuss implications of material studied				
115. Teaching pupils to find or make illustrations for greater clearness				
116. Teaching pupils to note, outline, and record useful information				
117. Teaching pupils to carry on class routines				
118. Teaching pupils to obtain criticism from teacher and other pupils				
119. Teaching pupils to obtain help from teacher and other pupils				
120. Teaching pupils to take tests and examinations efficiently				
121. Teaching pupils to compare work with standards in order to check errors				
122. Teaching pupils to correct errors				

DIVISION II

TEACHERS' ACTIVITIES INVOLVED IN SCHOOL AND CLASS MANAGEMENT (EXCLUSIVE OF EXTRA-CURRICULAR ACTIVITIES)

Subdivision A. Activities Involved in Recording and Reporting Facts concerning Pupils

Follow Directions for Checking Given on Page 254	F	D	I	S
123. **A. Collecting data about:**				
124. Admissions				
125. Census				
126. Health				
127. Attendance				
128. Tardiness				
129. Marks				
130. Promotions				
131. Classwork				
132. Withdrawals				
133. Schedules				
134. Personal				
135. **B. Tabulating data about:**				
136. Admissions				
137. Census				
138. Health				
139. Attendance				
140. Tardiness				
141. Marks				
142. Promotions				
143. Classwork				
144. Withdrawals				
145. Schedules				
146. Personal				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
147. **C. Searching for records and reports about:**				
148. Admissions				
149. Census				
150. Health				
151. Attendance				
152. Tardiness				
153. Marks				
154. Promotions				
155. Classwork				
156. Withdrawals				
157. Schedules				
158. Personal				
159. **D. Making out records and reports about:**				
160. Admissions				
161. Census				
162. Health				
163. Attendance				
164. Tardiness				
165. Marks				
166. Promotions				
167. Classwork				
168. Withdrawals				
169. Schedules				
170. Personal				
171. **E. Using records and reports about:**				
172. Admissions				
173. Census				
174. Health				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
175. Attendance				
176. Tardiness				
177. Marks				
178. Promotions				
179. Classwork				
180. Withdrawals				
181. Schedules				
182. Personal				
183. **F. Keeping records and reports about:**				
184. Admissions				
185. Census				
186. Health				
187. Attendance				
188. Tardiness				
189. Marks				
190. Promotions				
191. Classwork				
192. Withdrawals				
193. Schedules				
194. Personal				
195. **G. Filing records, reports, and correspondence about:**				
196. Admissions				
197. Census				
198. Health				
199. Attendance				
200. Tardiness				
201. Marks				
202. Promotions				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
203. Classwork				
204. Withdrawals				
205. Schedules				
206. Personal				
207. **H. Sending records and reports about:**				
208. Admissions				
209. Census				
210. Health				
211. Attendance				
212. Tardiness				
213. Marks				
214. Promotions				
215. Classwork				
216. Withdrawals				
217. Schedules				
218. Personal				
219. **I. Checking records and reports about:**				
220. Admissions				
221. Census				
222. Health				
223. Attendance				
224. Tardiness				
225. Marks				
226. Promotions				
227. Classwork				
228. Withdrawals				
229. Schedules				
230. Personal				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
231. **J. Issuing records and reports about:**				
232. Admissions				
233. Census				
234. Health				
235. Attendance				
236. Tardiness				
237. Marks				
238. Promotions				
239. Classwork				
240. Withdrawals				
241. Schedules				
242. Personal				
243. **K. Signing records and reports about:**				
244. Admissions				
245. Census				
246. Health				
247. Attendance				
248. Tardiness				
249. Marks				
250. Promotions				
251. Classwork				
252. Withdrawals				
253. Schedules				
254. Personal				
255. **L. Receiving reports about:**				
256. Admissions				
257. Census				
258. Health				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
259. Attendance				
260. Tardiness				
261. Marks				
262. Promotions				
263. Classwork				
264. Withdrawals				
265. Schedules				
266. Personal				
267. M. Posting reports concerning:				
268. Admissions				
269. Census				
270. Health				
271. Attendance				
272. Tardiness				
273. Marks				
274. Promotions				
275. Classwork				
276. Withdrawals				
277. Schedules				
278. Personal				
279. N. Planning records and reports:				
280. Admissions				
281. Census				
282. Health				
283. Attendance				
284. Tardiness				
285. Marks				
286. Promotions				
287. Classwork				
288. Withdrawals				
289. Schedules				
290. Personal				

DIVISION II—*Continued*

SUBDIVISION B. ACTIVITIES INVOLVING CONTACTS WITH PUPILS

Follow Directions for Checking Given on Page 254	F	D	I	S
291. **A. Setting up objectives:**				
292. Defining objectives in the conduct of pupils' classroom and extra-classroom activities				
293. Explaining to pupils reasons for the performance of classroom and extra-classroom activities				
294. **B. Explaining school regulations:**				
295. Explaining regulations regarding pupils' conduct on school premises (e.g., social conventions, rules concerning school property, permissions to leave premises, disciplinary regulations)				
296. Explaining regulations with regard to pupils' routine school activities (e.g., use of building and special rooms, procedure at opening exercises, use of special blanks and forms, conduct at recess and lunch hour activities, make-up work, excursions)				
297. Explaining regulations with regard to personal conduct in classroom (e.g., courteous behavior, noninterference with others' class work)				
298. Explaining regulations with regard to health and cleanliness				
299. **C. Developing pupils' interest and attention in the performance of the following activities:**				
300. Observing school regulations				
301. Complying with social conventions (e.g., making due apologies, observing common courtesies, writing notes of sympathy)				
302. Acting courteously toward others				
303. Respecting desires and welfare of others (e.g., helping younger and weaker schoolmates, playing fair, sharing equipment)				
304. Meeting personal obligations as a member of the school				
305. Developing personal traits and habits				
306. Showing appreciation to teacher				
307. Acting courteously toward teachers (e.g., greeting teacher, keeping quiet, refraining from contradiction)				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
308. Conforming to school customs				
309. Attending to routine school activities (e.g., bringing lunch, keeping bulletin board, registering at outset of term, securing absence slips)				
310. Moving about the building in an orderly fashion				
311. Engaging in opening exercises and special programs				
312. Conferring with teachers (e.g., going to teachers as expected to fill out forms, get permissions)				
313. Conferring with teacher (seeking advice voluntarily) concerning work				
314. Filling out blanks and forms				
315. Visiting laboratories, libraries, lavatories, and other rooms				
316. Engaging in recess and lunch-hour activities				
317. Making up work out of school hours				
318. Making excursions to points of interest				
319. Refraining from disorderly and immoral conduct				
320. Refraining from interfering with other pupils' work (e.g., avoiding disturbance, taking no more than share of teacher's time)				
321. Conforming to classroom regulations (e.g. avoiding chorus answers and snapping of fingers)				
322. Exercising initiative in useful ways (e.g., selecting original games, projects)				
323. Taking part in routine class activities				
324. Attending to classwork				
325. Responding to teacher's directions and suggestions				
326. Rendering services to teachers				
327. Conferring with other pupils				
328. Forming proper health habits				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
329. Avoiding accidents				
330. Safeguarding against contagious diseases				
331. Correcting physical defects				
332. Wearing suitable and sanitary clothing				
333. Eating proper food				
334. Attending to personal proprieties				
335. Selecting, adjusting, and caring for personal property				
336. Caring for other pupils' belongings (e.g., books, clothing)				
337. Caring for school property (e.g., keeping buildings clean, inspecting buildings)				
338. **D. Giving instruction to pupils in:**				
339. Observing school regulations				
340. Complying with social conventions (e.g., making due apologies, observing common courtesies, writing notes of sympathy)				
341. Acting courteously toward others				
342. Respecting desires and welfare of others (e.g., helping younger and weaker schoolmates, playing fair, sharing equipment)				
343. Meeting personal obligations as a member of the school				
344. Developing personal traits and habits				
345. Responding to teacher				
346. Acting courteously toward teacher (e.g., greeting teachers, keeping quiet, refraining from contradiction)				
347. Conforming to school traditions				
348. Attending to routine school activities (e g., bringing lunch, keeping bulletin board, registering at outset of term, securing absence slips)				
349. Moving about the building in an orderly fashion				
350. Engaging in opening exercises and special programs				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
351. Conferring with teachers (e.g., going to teachers as expected to fill out forms, get permission)				
352. Conferring with teacher (seeking advice voluntarily) concerning work				
353. Filling out blanks and forms				
354. Visiting laboratories, libraries, lavatories, and other rooms				
355. Engaging in recess and lunch hour activities				
356. Making up work out of school hours				
357. Making excursions to points of interest				
358. Refraining from disorderly and immoral conduct				
359. Refraining from interfering with other pupils' work (e.g., avoiding disturbances, taking no more than share of teacher's time)				
360. Conforming to classroom regulations				
361. Exercising initiative in useful ways (e.g., selecting original games, projects)				
362. Taking part in routine class activities				
363. Attending to classwork				
364. Responding to teacher's directions and suggestions				
365. Rendering services to teachers				
366. Conferring with other pupils				
367. Forming proper health habits				
368. Avoiding accidents				
369. Safeguarding against contagious diseases				
370. Correcting physical defects				
371. Wearing suitable and sanitary clothing				
372. Eating proper food				
373. Attending to personal proprieties				
374. Selecting, adjusting, and caring for personal property				
375. Caring for other pupils' belongings (e.g., books, clothes)				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
376. Caring for school property (e.g., keeping buildings clean, inspecting buildings)				
377. **E. Enforcing instructions to pupils** (choosing proper methods of enforcement, selecting effective methods of control; controlling by suggestion, without undue severity or loss of temper, investigating and experimenting with various methods; regulating, controlling, making regulations for, giving permission, directing, checking, supervising). Instructions enforced concern such matters as:				
378. Observing school regulations				
379. Complying with social conventions (e.g., making due apologies, observing common courtesies, writing notes of sympathy)				
380. Acting courteously toward others				
381. Respecting desires and welfare of others (e.g., helping younger and weaker schoolmates, playing fair, sharing equipment)				
382. Meeting personal obligations as a member of the school				
383. Developing personal traits and habits				
384. Responding to teacher				
385. Acting courteously toward teacher (e.g., greeting teachers, keeping quiet, refraining from contradiction)				
386. Conforming to school traditions				
387. Attending to routine school activities (e.g., bringing lunch, keeping bulletin board, registering at outset of term, securing absence excuses)				
388. Moving about the building in an orderly fashion				
389. Engaging in opening exercises and special programs				
390. Conferring with teacher (e.g., going to teacher as expected to fill out forms, get permissions)				
391. Conferring with teacher (obtaining advice) regarding work				
392. Filling out blanks and forms				
393. Visiting laboratories, libraries, lavatories, and other rooms				
394. Engaging in recess and lunch hour activities				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
395. Making up work out of school hours				
396. Making excursions to points of interest				
397. Refraining from disorderly and immoral conduct				
398. Refraining from interfering with other pupils' work (e.g., avoiding disturbance, taking no more than share of teacher's time)				
399. Conforming to classroom regulations				
400. Working independently (e.g., selecting original games, projects)				
401. Taking part in routine class activities				
402. Attending to classwork				
403. Responding to teacher's directions and suggestions				
404. Rendering services to teachers				
405. Conferring with other pupils				
406. Forming proper health habits				
407. Avoiding accidents				
408. Safeguarding against contagious diseases				
409. Correcting physical defects				
410. Wearing suitable and sanitary clothing				
411. Eating proper food				
412. Attending to personal proprieties				
413. Selecting, adjusting, and caring for personal property				
414. Caring for other pupils' belongings (e.g., books, clothes)				
415. Caring for school property (e.g., keeping buildings clean, inspecting buildings)				
416. **F. Inspecting and evaluating pupils' behavior in:**				
417. Observing school regulations				
418. Complying with social conventions (e.g., making due apologies, observing common courtesies, writing letters of sympathy)				
419. Acting courteously toward others				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
420. Respecting the desires and welfare of others (e.g., helping younger and weaker schoolmates, playing fair, sharing equipment)				
421. Meeting personal obligations as a member of the school				
422. Developing personal traits and habits				
423. Showing appreciation to teacher				
424. Acting courteously toward teacher (e.g., greeting teachers, keeping quiet, refraining from contradiction)				
425. Conforming to school traditions				
426. Attending to routine school activities (e.g., bringing lunch, keeping bulletin board, registering at outset of term, securing absence excuses)				
427. Moving about the building in an orderly fashion				
428. Engaging in opening exercises and special programs				
429. Conferring with teachers (e.g., going to teachers as expected to fill out forms, get permissions)				
430. Conferring with teacher (seeking advice voluntarily) concerning work				
431. Filling out blanks and forms				
432. Visiting laboratories, libraries, lavatories, and other rooms				
433. Engaging in recess and lunch hour activities				
434. Making up work out of school hours				
435. Making excursions to points of interest				
436. Refraining from disorderly and immoral conduct				
437. Refraining from interfering with other pupils' work (e.g., avoiding disturbances, taking no more than share of teacher's time)				
438. Conforming to classroom regulations				
439. Exercising initiative in useful ways (e.g., selecting original games, projects)				
440. Taking part in routine class activities				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
441. Attending to classwork				
442. Responding to teacher's directions and suggestions				
443. Rendering services to teachers				
444. Conferring with other pupils				
445. Forming proper health habits				
446. Avoiding accidents				
447. Safeguarding against contagious diseases				
448. Correcting physical defects				
449. Wearing suitable and sanitary clothing				
450. Eating proper food				
451. Attending to personal proprieties				
452. Selecting, adjusting, and caring for personal property				
453. Caring for other pupils' belongings (e.g., books, clothes)				
454. Caring for school property (e.g., keeping buildings clean, inspecting buildings)				
455. **G. Giving examinations and tests. Examining and testing involves such activities as:**				
456. Giving general physical examinations (making physical measurements, examining for special defects, testing eyesight and hearing, weighing)				
457. Conducting routine health inspection (examining for vaccination scars, inspecting pupils' cleanliness, watching for symptoms of illness, taking temperatures)				
458. Giving general intelligence tests				
459. Proctoring examinations of all sorts (e.g., conducting, being present at examinations; explaining questions; collecting papers)				
460. **H. Opening school session** (admitting pupils to classroom, meeting and greeting pupils, conducting opening exercises)				
461. **I. Excusing pupils** (e.g., excusing pupils to visit lavatories, other rooms in the building; to deposit money in school bank)				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
462. **J. Dismissing pupils** (e.g., dismissing classes at recess, at close of morning and afternoon sessions, dismissing pupils to get wraps, to go on errands, to go early because they live at a distance)				
463. **K. Detaining pupils** (e.g., having pupils remain after school for private conferences, for punishment, to make up back work)				
464. **L. Sending pupils on errands** (e.g., sending pupils to office, to other rooms, to other teachers)				
465. **M. Acting as custodian of pupils' belongings** (e.g., caring for pupils' property, personal effects, conducting lost-and-found department, helping to find pupils' property)				
466. **N. Collecting materials from pupils** (e.g., having pupils bring books, materials, money for class projects, school projects, campaigns, exhibits)				
467. **O. Inducting new pupils** (e.g., adapting new pupils to the school, adjusting pupils transferred, late entrants, transients; giving special help, explaining school traditions and regulations, introducing to other pupils)				
468. **P. Controlling tardiness and absence** (e.g., reducing tardiness and absence for all pupils, for pupils beyond compulsory attendance age)				
469. **Q. Making announcements** (e.g., calling attention to weekly and monthly schedules for classwork, for school projects; reading notices from the office, reading school bulletin at opening exercises; reminding pupils of special events)				
470. **R. Giving educational guidance** (e.g., advising pupils about courses, changes in courses, electives; helping pupils to plan programs, to summarize credits, to meet graduation requirements, to make irregular schedules)				
471. **S. Using pupil assistants** (e.g., appointing and supervising monitors and assistants in handling schoolroom supplies and equipment, in distributing and collecting papers, wraps, in leading pupil groups, in special activities, in helping to supervise playground, lines; appointing leaders for clerical work for office, for passing through halls; for watching windows, thermometers)				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
472. **T. Determining upon desirable traits, activities, and regulations for pupils.**				
473. Determining traits to be taught (e.g., cheerfulness, courtesy, decency, honesty, industry, punctuality, respect for teacher and school property, self-control, self-respect, seriousness, thrift, tolerance)				
474. Determining regulations for activities (e.g., fixing rewards and penalties for specified misdemeanors; making rules to govern lateness and absence, rules for passing in the halls; setting up standards for pupils' conduct on the playground; regulating participation in assembly programs)				
475. Determining activities to be performed (e.g., care of health and cleanliness; personal conduct in classes, on school premises; routine activities in classroom, on school premises)				
476. **U. Establishing effective relations with pupils:**				
477. Expressing interest and friendliness (e.g., accepting favors and gifts from pupils, acting as personal adviser, adjusting difficulties for pupils, avoiding favoritism, securing pupils' confidence, co-operation, sympathizing with pupils)				
478. Establishing authority over pupils (e.g., maintaining dignity and reserve, winning pupils' respect)				
479. **V. Providing facilities and materials** (e.g., seeing that pupils get plenty of drinking water; providing medicine; lending umbrellas and other personal equipment; providing supplies and equipment for classwork; assigning pupils to lockers, seats, and room; serving or providing lunches; assigning places for special meetings; attending to light, heat, and ventilation)				
480. **W. Applying preventive measures.** (Measures are taken to prevent pupils from sitting in drafts, from neglecting care of teeth, diet, exercise, eyes; nervous habits such as biting nails; careless use of supplies, apparatus, tools, and machinery; unauthorized changing of seats, leaving building without permission, leaving books and other necessary materials at home, in school.)				
481. **X. Investigating difficulties.** (Investigating includes detecting, examining, cross-questioning, finding out, ascertaining pupil's point of view. The difficulties investigated arise in connection with conduct of individual pupils, crowded classroom conditions, race antagonism, disrespect to teachers, indecent or troublesome conduct on the part of individuals and groups.)				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
482. **Y. Applying specific remedies:**				
483. Supplying remedies to pupils who are injured, sick, or fatigued				
484. Dealing with pupils who are unclean and untidy				
485. Applying remedies to specific defects (e.g., speech defects; use of slang, baby talk; slovenly articulation)				
486. **Z. Adapting teachers' procedures to physical conditions of classroom and equipment** (e.g., adapting procedures to oversized classes, very small classes, improper arrangement of seats, improper lighting conditions, street noises, lack of writing materials, insufficient supply of textbooks)				
487. **AA. Adapting teachers' procedures to individual differences.** (Teachers' activities and school and class management are adapted to individual differences in maturity, home environment, ability to get along with other pupils, physical ability, familiarity with English, home-study facilities, quality of previous school work, temperament, traits, e.g., laziness, overzealousness, silliness, overseriousness.)				
488. **BB. Performing manual services** (e.g., helping pupils to wash, helping pupils with their wraps and clothing, repairing and cleaning pupils' clothing)				
489. **CC. Conducting special exercises.** (Conducting includes telling stories, reading, conducting and leading singing, playing musical instruments, conducting devotional exercises, patriotic exercises (flag salute), supervising reciting of poems, conducting orchestra for marching.)				
490. **DD. Conducting study exercises.** (Conducting includes maintaining discipline, proper study conditions, giving occasional help and advice, supervising one group while teaching another, directing pupils in getting help, preventing idling, assisting study coach. Study exercises involve work in study hall, home room, detention room, tardy room, classroom.)				
491. **EE. Conducting other pupil activities.** (Conducting includes taking charge of, acting as official, supervising, giving directions for.) Pupil activities conducted are:				
492. Routine school activities (e.g., fire drill, marching through halls)				

DIVISION II—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
493. Opening exercises				
494. Recess, lunchroom activities				
495. Study-hall activities				
496. Excursions				
497. **FF. Rewarding and penalizing.** (Rewarding means praising, giving public awards, publishing honor rolls, electing to office, to honorary clubs; commending. Penalizing means selecting and applying effective methods to discourage or punish for misdemeanors):				
498. Rewarding meritorious classroom conduct				
499. Rewarding meritorious conduct in extra-class activities				
500. Penalizing classroom misdemeanors				
501. Penalizing extra-classroom misdemeanors				
502. **GG. Exhibiting effective teaching traits.** (Effective traits are those which tend to secure cheerful co-operation from pupils and encourage pupils' efficient performance of classroom and extra-classroom activities. Such traits as forcefulness, cheerfulness, tactfulness, energy, resourcefulness.)				
503. **HH. Scheduling activities.** (Scheduling means planning times for office hours, games, announcements, repair work, special projects, and other types of activities.)				
504. **II. Grouping pupils.** (Grouping includes seating, sectioning, forming special classes, detaining certain pupils to special rooms, forming groups for excursions and other special exercises.)				
505. **JJ. Providing worthwhile occupations.** (Activities are provided for pupils who come early, pupils detained for misdemeanors, pupils who complete work ahead of time.)				
506. **KK. Protecting school community.** (The school community is protected by excluding pupils not vaccinated, sending sick pupils home, suspending pupils with contagious diseases, enforcing quarantine, observing state health laws.)				

DIVISION III

ACTIVITIES INVOLVING SUPERVISION OF PUPILS' EXTRA-CLASSROOM ACTIVITIES (EXCLUSIVE OF ACTIVITIES INVOLVED IN SCHOOL AND CLASSROOM MANAGEMENT)

Follow Directions for Checking Given on Page 254	F	D	I	S
507. **A. Activities involving informal contacts with pupils:**				
508. Establishing cordial relations with pupils (e.g., making social visits, sending flowers to the sick, entertaining pupils in own home)				
509. Obtaining information about pupils (e.g., becoming acquainted with home environment, interests, reading, personal qualities)				
510. Assisting individual pupils (e.g., aiding the needy; advising, introducing new pupils)				
511. Participating in activities with pupils				
512. Regulating pupils' activities (e.g., seeking to control pupil activities; looking after pupils' welfare, seeing that they do what they ought to do)				
513. Providing facilities for pupils' activities outside of school (e.g., helping to secure materials, funds, specimens)				
514. Coaching and teaching pupils (e.g., supervising home projects; teaching how to beautify homes; tutoring)				
515. Securing pupil participation in informal contacts (e.g., by encouragement, invitations)				
516. **B. Activities involved in supervising play:**				
517. Establishing cordial relations with pupils				
518. Obtaining information about pupils				
519. Assisting individual pupils				
520. Participating in play activities with pupils				
521. Regulating the pupils' activities in play				
522. Providing facilities for playing				
523. Coaching and teaching pupils how to play				
524. Securing pupil participation in play				
525. Selecting plays for the pupils				
526. Acting as official in pupils' games				

DIVISION III—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
527. **C. Activities involved in supervising athletics:**				
528. Establishing cordial relations with pupils				
529. Obtaining information about pupils (e.g., as to health, defects, skill)				
530. Assisting individual pupils				
531. Participating in athletic sports with pupils				
532. Regulating pupil activities in athletics				
533. Providing facilities for athletics				
534. Coaching				
535. Securing pupil participation in athletics				
536. Selecting participants for teams				
537. Rewarding good work in athletics				
538. Forming athletic policies				
539. Acting as official in games				
540. Scheduling athletic activities				
541. **D. Activities involved in supervising social activities** (e.g., parties, social clubs, banquets, entertainments):				
542. Establishing cordial relations with pupils				
543. Obtaining information about pupils (e.g., information about shyness, good habits, bad habits, social background)				
544. Assisting individual pupils				
545. Participating in social activities with pupils				
546. Regulating pupils' social activities				
547. Providing facilities for social activities				
548. Coaching and teaching pupils				
549. Securing pupil participation in social activities				
550. Selecting social activities (e.g., helping to prepare programs, helping to select forms of amusement)				
551. Rewarding service in social activities				

DIVISION III—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
552. Forming policies concerning social activities				
553. Managing funds for social activities				
554. Acting as official at social activities (e.g., judging, directing, presiding)				
555. **E. Activities involved in supervising musical and dramatic organizations:**				
556. Establishing cordial relations with pupils				
557. Obtaining information about pupils' abilities				
558. Assisting individual pupils				
559. Assisting in pupils' musical and dramatic activities				
560. Regulating pupils' activities				
561. Providing facilities for musical and dramatic activities				
562. Coaching				
563. Securing pupil participation				
564. Selecting plays and musical compositions				
565. Selecting participants for musical and dramatic activities (e.g., for casts, orchestras, glee clubs)				
566. Rewarding good work in music and dramatics				
567. Forming policies concerning musical and dramatic activities				
568. Managing funds				
569. Acting as official (e.g., presiding at meetings, directing, playing piano)				
570. Scheduling musical and dramatic activities				
571. **F. Activities involved in supervising pupils' publications:**				
572. Establishing cordial relations with pupils				
573. Obtaining information about pupils				
574. Assisting individual pupils				
575. Participating in activities with pupils (e.g., preparing material, handling committee meetings)				

DIVISION III—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
576. Regulating pupil activities (e.g., advising, censoring, passing upon policies)				
577. Providing facilities for pupil publications				
578. Coaching pupils (e.g., in the preparation of material; securing advertising; working with the printer)				
579. Securing pupil participation (e.g., encouraging pupils to support publications, to write for publications)				
580. Selecting pupil activities (e.g., guiding students in kinds of material to prepare, kinds of publications to issue)				
581. Rewarding good work in connection with publications				
582. Forming policies concerning publications				
583. Managing funds of pupil publications				
584. Acting as official (e.g., as member of advisory committee, editor, manager)				
585. **G. Activities involved in supervising pupils' forensic activities** (e.g., debates, public speaking):				
586. Establishing cordial relations with pupils				
587. Obtaining information about pupils' abilities				
588. Participating in forensic activities (e.g., attending meetings, filling in in debates)				
589. Regulating pupil activities (seeing that activities are carried on properly)				
590. Providing facilities for forensic activities (e.g., providing for time schedules, meeting places, auditoriums)				
591. Coaching				
592. Securing pupil participation in forensic activities				
593. Selecting materials and activities (e.g., topics for debate, reading material)				
594. Selecting pupil participants (for teams, public programs)				
595. Rewarding good work				
596. Forming policies concerning forensic activities				
597. Managing funds				

DIVISION III—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
598. Acting as official				
599. Scheduling activities				
600. **H. Activities involved in supervising pupils' excursions:**				
601. Establishing cordial relations with pupils				
602. Participating in excursions				
603. Regulating pupils' activities (e.g., directing, supervising, chaperoning)				
604. Providing facilities for excursions (e.g., transportation; opportunities to visit)				
605. Selecting points to which to make excursions				
606. Managing funds needed in making excursions				
607. Scheduling excursions				
608. **I. Activities involved in supervising pupils' assemblies:**				
609. Establishing cordial relations with pupils				
610. Participating in assemblies				
611. Regulating pupils' activities				
612. Teaching in assemblies				
613. Securing pupil participation in assemblies				
614. Selecting assembly activities (preparing programs)				
615. Selecting participants in assemblies				
616. Rewarding good work performed by pupils in assemblies				
617. Forming policies for assemblies				
618. Managing funds for assemblies				
619. Acting as official at assemblies (e.g., presiding, acting as secretary)				
620. Scheduling assemblies				
621. **J. Activities involved in supervising drives and campaigns** (e.g., Red Cross campaigns, Good English Week, health campaigns, community campaigns):				
622. Establishing cordial relations with pupils				

DIVISION III—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
623. Participating in campaigns (e.g., attending meetings, giving)				
624. Regulating pupils' activities				
625. Providing school facilities				
626. Securing pupil participation in campaigns				
627. Selecting pupil participants in campaigns (e.g., committees, directors, speakers)				
628. Rewarding good work in campaigns and drives				
629. Forming policies concerning the institution of campaigns and drives				
630. Managing funds				
631. Acting as official (e.g., presiding at meetings, making announcements, acting as manager)				
632. Scheduling campaigns and drives				
633. **K. Activities involved in supervising other pupil organizations** (e.g., girls' clubs, boys' clubs, departmental clubs):				
634. Establishing cordial relations with pupils				
635. Obtaining information about pupils				
636. Assisting individual pupils				
637. Participating in other pupil organizations				
638. Regulating pupil activities				
639. Providing facilities for the establishment and maintenance of other organizations				
640. Coaching pupils				
641. Securing participation of pupils in other organizations				
642. Selecting materials and activities for other organizations				
643. Selecting participants				
644. Rewarding good work				
645. Forming policies				
646. Managing funds				

DIVISION III—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
647. Acting as official				
648. Scheduling				
649. **L. Activities involved in supervising special programs** (e.g., graduation and commencement exercises and programs, special assembly programs):				
650. Establishing cordial relations with pupils				
651. Obtaining information about pupils' abilities				
652. Assisting individual pupils				
653. Participating in special programs with pupils				
654. Regulating pupil's activities in connection with special programs				
655. Providing facilities				
656. Coaching				
657. Securing pupils' participation				
658. Selecting materials and activities for special programs				
659. Selecting participants				
660. Rewarding good work				
661. Forming policies				
662. Managing funds				
663. Acting as official				
664. Scheduling				

DIVISION IV

ACTIVITIES INVOLVING RELATIONSHIPS WITH THE PERSONNEL OF THE SCHOOL STAFF*

Follow Directions for Checking Given on Page 254	F	D	I	S
665. **A. Local school board:**				
666. Securing position from				
667. Securing promotion from				
668. Offering resignation to				
669. Participating in meetings called by				
670. Meeting socially with				
671. Securing cordial relations with				
672. Developing professional spirit in				
673. Supporting policies of				
674. Making use of facilities provided by				
675. Attending to school visits of				
676. Making professional visits to				
677. Offering recommendations in matters of school policy to				
678. Giving advice and information on occasion to				
679. Assisting—in major projects				
680. Assisting—in minor duties				
681. Following directions and instructions of				
682. Working in committee with				
683. Recommending other teachers to				
684. Making standardized reports to				
685. Referring matters (duties of office) to				
686. Presenting complaints to				
687. Reporting needs to				
688. Securing official approval of proposed plans by				
689. Securing action on decisions arrived at with				
690. Obtaining advice and information from				

* Teachers' activities involving relationships with the personnel of the school system were found to classify under thirty-six types. Twenty-seven of the types appear under the first heading "local school board." The additional types of activities are: securing departmental co-operation of; acting as faculty advisor to; giving directions to; substituting for; acting as mediator between other persons, and inspecting work of; assisting in supervision of, hiring, and receiving supervisory aid from. To determine which of the thirty-six type activities involve relationships with the various school officials, a representative number of teachers checked each type activity against a complete list of school officials. Only such of the thirty-six type activities as were found by at least 25 per cent of the teachers to involve relationships with each official in turn are here listed.

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
691. Obtaining assistance from				
692. Securing supplies from				
693. **B. Custodian of supplies:**				
694. Making use of facilities provided by				
695. Reporting needs to				
696. Securing supplies from				
697. **C. Dean of women:**				
698. Securing cordial relations with				
699. Supporting policies of				
700. **D. Department head:**				
701. Participating in meetings called by				
702. Meeting socially with				
703. Securing cordial relations with				
704. Securing departmental co-operation of				
705. Supporting policies of				
706. Making use of facilities provided by				
707. Giving advice and information on occasion to				
708. Assisting—in major projects				
709. Assisting—in minor duties				
710. Following directions and instructions of				
711. Working in committee with				
712. Making standardized reports to				
713. Reporting needs to				
714. Securing official approval of proposed plans by				
715. Securing action on decisions arrived at with				
716. Obtaining advice and information from				
717. Obtaining assistance from				
718. Securing supplies from				

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
719. **E. Janitor:**				
720. Securing cordial relations with				
721. Giving advice and information on occasion to				
722. Giving directions to				
723. Presenting complaints to				
724. Reporting needs to				
725. Securing supplies from				
726. **F. Librarian:**				
727. Meeting socially with				
728. Securing cordial relations with				
729. Securing departmental co-operation of				
730. Supporting policies of				
731. Making use of facilities provided by				
732. **G. Nurse:**				
733. Securing cordial relations with				
734. Supporting policies of				
735. Making use of facilities provided by				
736. Attending to school visits of				
737. Making professional visits to				
738. Giving advice and information on occasion to				
739. Assisting—in major projects				
740. Assisting—in minor duties				
741. Following directions and instructions of				
742. Obtaining advice and information from				
743. Obtaining assistance from				
744. **H. Physician:**				
745. Meeting socially with				
746. Supporting policies of				

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
747. Making use of facilities provided by				
748. Attending to school visits of				
749. Following directions and instructions of				
750. Obtaining advice and information from				
751. Obtaining assistance from				
752. **I. Principal:**				
753. Securing position from				
754. Securing promotion from				
755. Offering resignation to				
756. Participating in meetings called by				
757. Meeting socially with				
758. Securing cordial relations with				
759. Securing departmental co-operation of				
760. Supporting policies of				
761. Making use of facilities provided by				
762. Attending to school visits of				
763. Making professional visits to				
764. Offering recommendations in matters of school policy to				
765. Giving advice and information on occasion to				
766. Assisting—in major projects				
767. Assisting—in minor duties				
768. Following directions and instructions of				
769. Working in committee with				
770. Acting as mediator between other persons and				
771. Recommending other teachers to				
772. Making standardized reports to				
773. Referring matters (duties of office) to				

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
774. Presenting complaints to				
775. Reporting needs to				
776. Securing official approval of proposed plans by				
777. Securing action on decisions arrived at with				
778. Obtaining advice and information from				
779. Obtaining assistance from				
780. Receiving supervisory aid from				
781. Securing supplies from				
782. J. Superintendent:				
783. Securing position from				
784. Securing promotion from				
785. Offering resignation to				
786. Participating in meetings called by				
787. Meeting socially with				
788. Securing cordial relations with				
789. Securing departmental co-operation of				
790. Supporting policies of				
791. Making use of facilities provided by				
792. Attending to school visits of				
793. Making professional visits to				
794. Offering recommendations in matters of school policy to				
795. Giving advice and information on occasion to				
796. Assisting—in major projects				
797. Assisting—in minor duties				
798. Following directions and instructions of				
799. Working in committee with				
800. Acting as mediator between other persons and				
801. Recommending other teachers to				

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
802. Making standardized reports to				
803. Referring matters (duties of office) to				
804. Presenting complaints to				
805. Reporting needs to				
806. Securing official approval of proposed plans by				
807. Securing action on decisions arrived at with				
808. Obtaining advice and information from				
809. Obtaining assistance from				
810. Receiving supervisory aid from				
811. Securing supplies from				
812. **K. Assistant superintendent:**				
813. Participating in meetings called by				
814. **L. State superintendent:**				
815. Supporting policies of				
816. **M. County superintendent:**				
817. Securing position from				
818. Participating in meetings called by				
819. Meeting socially with				
820. Securing cordial relations with				
821. Securing departmental co-operation of				
822. Supporting policies of				
823. Making use of facilities provided by				
824. Attending to school visits of				
825. Making professional visits to				
826. Following directions and instructions of				
827. Making standardized reports to				
828. Referring matters (duties of office) to				
829. Presenting complaints to				

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
830. Reporting needs to				
831. Securing official approval of proposed plans by				
832. Securing action on decisions arrived at with				
833. Obtaining advice and information from				
834. Obtaining assistance from				
835. Receiving supervisory aid from				
836. Securing supplies from				
837. **N. Supervisor:**				
838. Participating in meetings called by				
839. Meeting socially with				
840. Securing cordial relations with				
841. Securing departmental co-operation of				
842. Supporting policies of				
843. Making use of facilities provided by				
844. Attending to school visits of				
845. Making professional visits to				
846. Offering recommendations in matters of school policy to				
847. Assisting—in major projects				
848. Assisting—in minor duties				
849. Following directions and instructions of				
850. Working in committee with				
851. Making standardized reports to				
852. Presenting complaints to				
853. Reporting needs to				
854. Securing official approval of proposed plans by				
855. Securing action on decisions arrived at with				
856. Obtaining advice and information from				

DIVISION IV—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
857. Obtaining assistance from				
858. Receiving supervisory aid from				
859. **O. Other teachers:**				
860. Participating in meetings called by				
861. Meeting socially with				
862. Securing cordial relations with				
863. Securing departmental co-operation of				
864. Developing professional spirit in				
865. Giving advice and information on occasion to				
866. Giving directions to				
867. Assisting—in major projects				
868. Assisting—in minor duties				
869. Substituting for				
870. Working in committee with				
871. Acting as mediator between other persons and				
872. Inspecting work of				
873. Assisting in supervision of				
874. Obtaining advice and information from				
875. Obtaining assistance from				
876. **P. Substitute teacher:**				
877. Securing cordial relations with				
878. Giving advice and information on occasion to				
879. Giving directions to				
880. **G. Visiting teacher:**				
881. Securing cordial relations with				

DIVISION V

TEACHERS' ACTIVITIES INVOLVING RELATIONS WITH MEMBERS OF SCHOOL COMMUNITY

Follow Directions for Checking Given on Page 254	F	D	I	S
882. **A. Giving advice and information to:**				
883. Parents				
884. Occupational groups (e.g., business men's clubs, farmers' organizations, labor organizations)				
885. Social organizations (e.g., churches, Rotary clubs, Y.W.C.A.)				
886. Members of community at large (e.g., young people, community leaders, other individuals)				
887. **B. Giving assistance** (e.g., acting as leader in activities; helping to estimate; providing reading material, other materials) **to:**				
888. Parents				
889. Occupational groups				
890. Social organizations				
891. Members of community at large				
892. **C. Meeting socially** (e.g., entertaining, meeting casually, visiting in home) **with:**				
893. Parents				
894. Members of community at large				
895. **D. Obtaining advice and information** (e.g., about children, course of study material, school problems) **from:**				
896. Parents				
897. Occupational groups				
898. Social organizations				
899. Members of community at large				
900. **E. Obtaining assistance** (e.g., demonstrations of work, opportunities for class visiting, speakers) **from:**				
901. Parents				
902. Occupational groups				
903. Social organizations				
904. Members of community at large				

DIVISION V—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
905. **F. Establishing cordial relations** (e.g., dealing tactfully, expressing sympathy, rendering friendly services) **with:**				
906. Parents				
907. Occupational groups				
908. Social organizations				
909. Members of community at large				
910. **G. Developing a co-operative spirit** (e.g., co-operation in school enterprises and problems) **in:**				
911. Parents				
912. Occupational groups				
913. Social organizations				
914. Community at large				
915. **H. Attending to school visits** (e.g., putting on special programs, urging visits, welcoming) **of:**				
916. Parents				
917. Occupational groups				
918. Social organizations				
919. Members of community at large				
920. **I. Helping to enforce child-welfare laws** (e.g., making parents obey laws, reporting cases of infraction, warning dealers) **against:**				
921. Parents				
922. Occupational groups				
923. Social organizations				
924. Community at large				
925. **J. Acting as mediator** (e.g., helping to settle disputes) **between:**				
926. Parents				
927. Occupational groups				
928. Social organizations				
929. Members of community at large				

DIVISION V—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
930. **K. Participating in** (e.g., arranging for, attending, conducting) **meetings of:**				
931. Parents				
932. Occupational groups				
933. Social organizations				
934. Community at large				
935. **L. Conducting business transactions** (e.g., carrying on school business, finding employment for pupils) **with:**				
936. Members of community at large				

DIVISION VI

ACTIVITIES CONCERNED WITH PROFESSIONAL AND PERSONAL ADVANCEMENT

Follow Directions for Checking Given on Page 254	F	D	I	S
937. **A. Making professional contacts:**				
938. Joining and paying dues to professional, social, cultural, and recreational organizations				
939. Serving in official capacity (e.g., as officer, representative, doorkeeper)				
940. Directing work of organization (e.g., conducting meetings, planning programs, leading study groups)				
941. Contributing to programs (e.g., directing music, giving addresses, reports)				
942. Performing routine duties of membership (e.g., attending meetings, voting, participating in discussion)				
943. Recruiting members for organization				
944. Developing morale of organization (e.g., entertaining members, creating enthusiasm)				
945. **B. Seeking to improve skill in teaching:**				
946. Observing and reporting upon different types of teaching				
947. Taking courses in professional subjects				
948. Obtaining reading materials				
949. Reading for information				
950. Studying and investigating professional problems				
951. Practicing in special fields (e.g., arts, music, shorthand)				
952. Studying one's own strength and weaknesses				
953. Seeking advice and information				
954. Accepting criticism in good spirit				
955. Acting on suggestions regarding teaching techniques				
956. Studying the community				
957. **C. Seeking to improve professional status:**				
958. Meeting higher official standards (e.g., applying for renewal of certificate, taking examinations for certificates and promotions)				

DIVISION VI—*Continued*

Follow Directions for Checking Given on Page 254	F	D	I	S
959. Co-operating in research				
960. Conducting independent research				
961. Preparing material for publication				
962. Seeking more attractive positions				
963. Appearing before community (e.g., addressing meetings, making surveys)				
964. **D. Providing for personal welfare:**				
965. Saving money				
966. Working for adequate salary schedule in system				
967. Investing in securities				
968. Taking out insurance				
969. Supplementing salary from outside sources				
970. Taking physical examinations periodically				
971. Taking sufficient exercise				
972. Developing interest in good health				
973. Avoiding risks to health (e.g., regulating diet, avoiding contacts with contagious diseases, observing general health rules)				
974. Taking recreation				
975. Traveling				
976. **E. Developing desirable traits:**				
977. Traits which serve as example to pupils (e.g., courtesy, neatness, punctuality)				
978. Traits involved in winning of pupils' respect (e.g., dignity, forcefulness, initiative, resourcefulness)				
979. Traits involved in maintaining friendly relations with pupils (e.g., interest in pupils' welfare, sense of humor, sympathy, tact)				

DIVISION VII

ACTIVITIES IN CONNECTION WITH SCHOOL PLANT AND SUPPLIES

Follow Directions for Checking Given on Page 254	F	D	I	S
980. **A. Activities in connection with school plant:**				
981. Maintaining proper temperature in school buildings				
982. Securing proper lighting for all parts of school buildings				
983. Securing proper ventilation in schoolrooms and hallways				
984. Keeping building clean and orderly				
985. Taking precautions against fire				
986. Making school grounds attractive				
987. Making schoolrooms attractive				
988. Securing necessary space for class activities				
989. **B. Activities in connection with school supplies and equipment:**				
990. Ordering supplies				
991. Following up orders of supplies				
992. Selecting supplies				
993. Borrowing supplies				
994. Arranging supplies for use				
995. Distributing supplies to pupils				
996. Making supplies and equipment (e.g., making posters, lettering cards, preparing stencils on which pupils work)				
997. Making collections of supplies and equipment (e.g., magazines for primary work, holiday baskets, specimens for science classes)				
998. Maintaining supplies and equipment in condition for use (e.g., sharpening pencils, grinding tools, putting supplies away, repairing supplies)				
999. Cleaning supplies and equipment				
1000. Making records and reports concerning supplies and equipment				
1001. Managing funds for supplies and equipment (e.g., assessing fines, reporting on supplies lost, making sales)				

SUMMARY

Follow Directions for Checking Given on Page 254	F	D	I	S
1002. Activities involved in teaching subject matter				
1003. Activities involved in teaching pupils to study				
1004. Activities involved in recording and reporting information concerning pupils				
1005. Activities involved in school and class management involving contacts with pupils				
1006. Activities involved in directing extra-classroom activities				
1007. Activities involving relations with the personnel of the school system				
1008. Activities involving relations with members of the school community				
1009. Activities involved in self-improvement and professional advancement				
1010. Activities in connection with school plant, equipment, and supplies				

SECTION 4

FULL LIST OF TEACHERS' ACTIVITIES

DIVISION I

TEACHERS' ACTIVITIES INVOLVED IN CLASSROOM INSTRUCTION

SUBDIVISION A

TEACHING SUBJECT MATTER

1. **A. Planning:**
   2. *Selecting activities to be planned:*[1]
      3. *Selecting objectives* (see No. 18).
      4. *Planning selection and organization of subject matter* (see No. 24).
      5. *Planning methods of developing interests* (see No. 38).
      6. *Planning methods of instruction* (see No. 43).
      7. *Planning methods of assigning work* (see No. 58).
      8. *Planning methods of providing sufficient opportunity for pupils' activities* (see No. 65).
      9. *Planning facilities for individual study* (see No. 69).
      10. *Planning methods of evaluating pupils' needs, abilities, and achievements* (see No. 72).
      11. *Planning methods of developing teachers' personal traits* (see No. 80).
      12. *Finding adequate time for planning*
          Devoting sufficient time and thought to planning; finding time to reorganize plans; providing time for the construction of lesson plans.

[1] Activities 3–11 correspond with the activities shown in parentheses. Summary paragraphs are therefore omitted for activities 3 to 11.

13. *Finding efficient methods of planning*
Working out methods of planning lessons; consulting literature on the subject of lesson planning; studying plans of other teachers and methods of organizing plans; consulting business men, county agent, farmers, parents, present and former pupils, school officials, superintendent; organizing advance daily, weekly, monthly, semester plans in each subject; conferring with other teachers as to objectives of the course and methods of planning work to attain the objectives. Preparing plans previous to opening session; planning work for next teacher, for student-judging trips.

14. *Writing and recording plans*
Making daily, weekly, monthly semester, and yearly lesson plans; outlining lesson plans in detail for entire course; recording essential points of lesson plans; working out weekly, monthly, term syllabi, synopses for each course; writing out plans and procedures.

15. *Evaluating and revising plans*
Adjusting plans to results of tests and papers; basing new plans on completed work; revising daily lesson plans to include necessary review.

16. *Filing and preserving plans*
Preserving lesson plans from year to year.

17. *Utilizing plans*
Referring to plans during the period, using plans while teaching; using plans for supervision of young teacher; working out syllabi on basis of accumulated plans; writing up plans for articles.

18. **B. Setting up objectives:**

19. *Defining general objectives*

Defining departmental objectives; seeking assistance of supervisor in phrasing values and aims of education for the grade; selecting general aims of education which apply to specific courses; setting definite goals for pupils in unit of work.

20. *Defining specific objectives in harmony with general objectives*

Determining specific objectives for required general courses in high school; determining relative emphasis on preparation for college; determining relative values of the given subject matter, amount of emphasis on grammatical spoken English outside the English course, avoiding overemphasis of mechanics; obtaining statements of pupils' aims; setting up, defining objectives for courses, for units as first step in course; working out objectives for quarterly periods, making aims in kindergarten-primary grades as definite as those of other grades.

21. *Presenting, explaining, and illustrating objectives to pupils*

Discussing aims of course, plans, purposes with pupils; making aims clear and definite; explaining goals, standards; getting pupils to adopt teachers' purposes; making co-operative plans with pupils, using period for co-operative planning, setting up aims; making sure that objectives of specific learning processes are understood (e.g., comprehension as purpose in reading); showing pupils value of specific subjects.

22. *Evaluating objectives*
Determining relative importance of specific objectives in the course; evaluating relative importance of specific objectives for course, lesson, unit; setting higher standards.

23. *Utilizing objectives*
Checking all plans against objectives, evaluating teaching methods, testing adequacy of results, by objectives; making use of objectives in apportioning time, in making assignments, in making out tests, in selecting subject matter, collateral reading; using objectives in teaching as a means of giving perspective of desired outcomes of course; giving objectives to parents to explain the nature of the work.

24. **C. Selecting and organizing subject matter:**

25. *Securing command of subject matter to be taught*
Becoming familiar with course of study materials, health apparatus, library facilities, publishers, sources, tests, texts; getting an understanding of purpose of each subject taught; mastering advanced thought in each field (principles involved in appreciation of literature), mastering skills to be taught; preparing lessons, e.g., trying out laboratory experiments to be done by pupils.

26. *Taking account of specific objectives*
Correlating objectives with those of other grades, keeping in mind ends to be attained when selecting material; selecting, organizing material according to lesson aims; planning courses of study based on

aims of education (departmental aims, special aims) needs of pupils of different types, psychology of learning, standards of proficiency.

27. Taking account of pupils' abilities, interests, and needs:

28. *Selecting subject matter with reference to pupils' interests*

Basing work of course on common experience, on community practices (production, marketing), on current problems (as revealed in readings and discussions with parents and in class), on seasonal sequence, selecting material interesting to pupils coming within the pupils' experience and understanding; selecting illustrative, thought-stimulating material leading to new activities; recognizing individual abilities and interests; adapting fixed courses of study to individual differences (differences in ability, experience, environment, race).

29. *Selecting subject matter with reference to pupils' abilities*

Ascertaining pupils' background for particular work, basing course of study on subject matter references available, on preceding courses; determining amount of drill work, reference work, needed; keeping teaching on pupils' level; recognizing individual differences, e.g, adapting lessons to different ages in mixed classes, adapting music instruction to qualities of boys' chang-

ing voices, adapting work to language difficulties (of foreign-born pupils) and physical handicaps, giving extra work for credit to brilliant pupils, giving work designed to encourage original and inventive pupils, providing for differences in rate and comprehension in reading assignments.

30. *Selecting subject matter with reference to pupils' needs*

Basing course of study on home environment and needs, on fundamental principles, on technical information, judgment and skill needed by pupils, on outlines of major problems in each enterprise, on survey of local community (made by pupils, by instructor), on current and future needs of community, social conditions; checking, dealing with pupils' questions; controlling individual questions; disposing of irrelevant questions; determining importance of projects as basis for curricula; determining relative emphasis of units; providing material conducive to good study habits, material which meets special needs; selecting material, varying procedure, to meet individual needs; adapting curriculum to varying needs of individual pupils, classes; adapting to vocational plans; selecting material to emphasize pupils' reasoning ability; selecting remedial work.

31. *Selecting proper materials for study*

Determining types of material for reports; making bibliographies; obtaining historical information from old settlers, life illustrations for all subjects; preparing list of items for pupils to learn; appropriate subject matter, illustrative material, for class use; selecting books for home reading, bulletin board exhibits, games, laboratory equipment, laboratory manuals, library books, magazine and press clippings, maps, monographs, pictures, plays, relics, seat work, slides, specimens, songs, supplementary and reference materials, textbooks, victrola records; selecting self-teaching material; selecting material for dramatizing.

32. *Adapting materials to time limits*

Adapting course to allotted time, avoiding starting more work than can be finished promptly; determining amount of time to be devoted to topics of unusual interest; estimating amount of material to be covered in a semester; making work moderate in amount; making time allotment in terms of courses; outlining definite amount of work for each week.

33. *Determining difficulty of materials*

Determining difficulty level of each unit, relative difficulty of units in course; using terms of proper difficulty; finding how to adjust difficulty of work to abilities and needs of different pupils; giving tests to determine relative difficulty of different examples, principles, problems; planning grade standards for course.

34. *Arranging sequence of units*

Arranging sequence of units, determining logical sequence of units, teaching sequence for class work; determining subject matter for each grade; determining appropriate time for presentation of given material; determining when to give preliminary explanations, when to introduce new types of work in each subject and grade; grading units of work and activities.

35. *Organizing and recording materials for class use*

Assembling materials in usable form, grouping material to show author's general plan; breaking course into working units, into major and minor topics; deciding on units to be taught; determining to what extent outlines should be prepared in advance; making general outlines of courses, outlines for use of class, making and filing cards of assignments for pupils to consult; working out courses for semester (for evening school, high school, junior high school; for each department, for elementary school subjects).

36. *Evaluating organized material*

Planning minimum essentials and extra-credit material.

37. *Finding adequate time for selection and organization of materials*

Allowing, taking sufficient time for collection and preparation of illustrative data, supplementary and reference material, sufficient time in which to take proper care of equipment.

38. **D. Developing interests:**

39. *Determining pupils' interests*

Ascertaining pupils' likes and dislikes, studying pupils' reactions; determining pupils' memory abilities; determining pupils' interests through casual conversations, private interviews, by assigning themes on favorite books, hobbies, activities, by observing pupils at home, at play, at work; locating pupils' interests in work by interviewing former teachers, other teachers, parents, pupils themselves; finding pupils' interests by experiment with different kinds of work.

40. *Suggesting new interests*

Arousing pupils' interests in course, capitalizing pupils' interest in extensive reading, in extra-curricular activities; following up pupil interests, laying aside lesson plans in favor of pupils' special interests, relating lessons to pupils' vocational motives; keeping up interest in projects by making each project a purposeful activity; providing for self-expression, giving opportunity for expression of pupils' interests in various fields; providing an audience situation. Creating a taste for reading, encouraging wide reading by having a library free-reading period, by giving credit for library club work, by recommending good books, exposing to books, good magazines, by reading or telling parts of story to pupils, encouraging reading of newspapers, of non-technical works on subjects beyond course requirements.

41. *Emphasizing uses and values of classwork*
Explaining value of course in college, in life; emphasizing values of all studies, using experiences from daily life which serve to justify subject matter, showing value of particular skills, showing pupil why he is taught commercial arithmetic, emphasizing value of drill exercises; getting pupils to feel need of work to be done, to assume responsibility for class work; setting up incentives, encouraging improvement.

42. *Using interesting methods of instruction*
Avoiding mechanical repetition of questions; explaining need of voluntary attention; keeping pupils interested and learning at same time; knowing and using devices for arousing and holding attention (by resourceful use of pupils' remarks and performances), holding pupils' interest through skilful use of illustration; maintaining interest by methods of presentation, by motivating alphabet drill by use of talking machine; overcoming group indifference by arousing curiosity in given subject matter, interesting class in conduct of oral recitation, making work varied, using competition and contests, varying games according to interests. Organizing each class as some governing body (cabinet, council, senate) for laws, parliamentary drill, reports of bills.

43. **E. Instructing:**

44. *Selecting and using types of instruction adapted to needs of class*
Adapting methods of instruction to different types of pupils, to individual differences

in intelligence, rate of thinking; adjusting methods to meet differences in methods used by pupils' other teachers; applying psychological principles involved in teaching of different school subjects; choosing, employing, devices for maintaining attention, e.g., stating question, then pupil's name, to secure attention; using games, group activities, group reports to hold attention of group; determining, selecting, methods of presenting different types of material for each unit of work, varying methods of presentation when same material is taught in successive periods; devising, selecting, effective methods for accomplishing specific teaching aims, e.g., for developing study habits through seat work, for presenting current events, for teaching organization of material; devising teaching organization of material; devising, selecting, methods for carrying on various learning activities, using different methods (debates, demonstration, direct method, discussions, dramatization, field trips, individual instruction, key questions, lectures, practical experiences, stories, supplementary reading, transitional lessons) for appropriate purposes; employing methods designed to correct specific deficiencies, e.g., using oral reports as means of improving English; following procedures to which pupils are accustomed; making necessary adjustments in procedure for first meeting of course; securing, experimenting with, trying out, new devices and methods; selecting methods of instruction that will stimulate pu-

pils' emotions and imaginations; selecting procedures designed to secure maximum social values in class period.

45. *Following up pupils' responses*

Checking pupils' understanding by appropriate methods; using "question method," using question-answer method; using development lessons; developing answers to questions; leading discussions, checking irrelevant questions; following up pupils' replies to questions; interrupting pupils' discussions to make corrections, to ask further questions; planning forms and methods of following up pupils' questions, pupils' class activities, statements; revising teaching procedures on the basis of pupils' responses; using pertinent element in a pupil's statement to develop topics for discussions.

46. *Showing relationships in presentation of materials*

Applying general information in courses to other courses, to current events, to everyday experiences and problems, e.g., showing by graphs what lesson means in relation to pupil's experience; breaking up units to show relationship of parts, to give perspective of entire course, making comparisons and contrasts between units, relating lesson units to course as a whole; correlating information from various sources, isolated facts; correlating work in different subjects; correlating courses with, making applications to, home and later life; correlating recitation with experiment, with practical application; developing relative importance of various parts of

lesson; introducing, comparing, reviewing, material from former courses and lessons as introduction to new, advanced work, co-ordinating old experiences with new topics, relating new and old material; relating group assignments to individual assignments; relating theory and application of work; relating work to vocational interests, vocational to non-vocational work; transferring training.

47. *Selecting points for special emphasis*
Determining, emphasizing, important elements in course, emphasizing important characters studied, emphasizing essentials by overview lessons, outlining important topics, selecting vital points in review assignments, stressing main points in review work without destroying perspective of unit as a whole; determining degree of emphasis on note-taking; directing pupils' attention to important points on field trips; discriminating between essentials and nonessentials, showing pupils the relative importance of materials; getting pupil to recognize importance of reaching his audience when making oral reports; pointing out author's explanation.

48. *Presenting supplementary material*
Enriching basic work with supplementary data: arranging for excursions to community by institutions, visits to various points of interest (displays by local dealers, elections, homes, moving-picture shows, museums, public buildings, stores) to supplement curriculum material; arranging for talks by alumni, by persons versed

in given subjects; recalling personal experiences to illustrate principles; taking time to develop topics in sufficient detail, but without unnecessary detail, making adequate explanations, presenting material from other fields, supplying background. Providing substitute and supplementary material when textbook information is inadequate or limited: describing museum collections; dictating words for spelling assignments, outlines and materials for notebooks; reading to pupils when reference books are limited.

49. *Selecting effective illustrations*

Demonstrating principles, presenting abstract principles in concrete terms; clearing up difficult points by giving analogies, illustrative episodes, examples; using objective illustrations (globes, maps, motion pictures, radio, samples of chemicals and minerals, other specimens, slides, stereographs, stereopticon views); illustrating pupils' ideas on blackboard, reading samples of pupils' written work to class; making use of diagrams, drawings, other illustrations (on blackboard, bulletin board), gestures, reading to class, to elucidate and illustrate points before class; providing models for pupils' learning activities, e.g., providing models (clippings, diagrams) for oral and written composition, models of pasteboard or on individual sheets for penmanship; providing concrete illustrations of materials in courses by maintaining traveling exhibits, referring pupils to museum material, selecting and showing specimens; showing

pupils applications of academic training to actual life, visiting local places of business to see practical value of given mathematical unit, using advertisements to show everyday use of Latin words.

50. *Presenting learning exercises and problems*

Assigning seat work, written exercises, appropriate to different groups, assignments requiring maximum pupil effort; developing habits of observation by presenting materials and objects of various kinds (pictures, things in nature); developing problems in next day's assignment, developing thought-stimulating problems, discussing problems without taking sides, presenting opposite point of view. Devising exercises to simplify material, to adapt material to mental level of pupils. Employing various standard devices and methods to facilitate learning (case-problem method, "laboratory plan" in social sciences), conducting contests, memory-work periods, projects, review exercises, dramatizing subject matter, having pupils correct mistakes on exercises; giving drills, tests (co-operative, group, individual, rapid-fire, seat) by various methods (by means of flash cards, practice sheets, true-false tests, standard exercises and tests, by means of blackboard work, contests, games, races) covering points in learning process (enunciation, oral and written spelling, phonetics, pronunciation, questions, syllabication, vocabulary). Giving drill exercises to correct specific deficiencies, e.g., giving exercises to associate symbol and meaning (in foreign languages,

mathematics, science), giving rhythmic drills with counting. Selecting and formulating questions covering various activities (board work, drawing, night work, text material), preparing coherent, suggestive, thought-provoking review questions, making questions sufficiently difficult, varied, avoiding "pumping" questions.

51. *Indicating pupils' difficulties and errors*
Analyzing pupils' difficulties, picking out common difficulties, weak points, for review; checking correctness of drill work, individual blackboard work; correcting grammatical errors; reading; correcting, grading notebooks, and portfolios written work, seat work; discussing seat work with individual pupils, showing wherein work is incomplete; helping pupils to find errors; making speech-error charts; giving special board demonstrations to show common mistakes of class; supervising corrections made by pupils. Pointing out personal defects, e.g., laziness.

52. *Suggesting methods of overcoming difficulties*
Deciding upon extent and means of remedial measures for individual cases, applying remedial measures when needed: assisting failing pupils; correcting individual pupils' speech errors, use of slang; helping to overcome language and reading difficulties due to home environment, e.g., giving individual supervision and work to pupils from foreign-language homes deficient in understanding of English; holding individual conferences with pupils to discuss strong and weak points; making sug-

gestions on margins of pupils' papers; securing pupil's interest in correcting his own errors. Determining proper amount and kind of help to give pupils, when to make suggestions, when to let pupils work problems out for themselves, giving assistance when needed: assisting groups and individual pupils before and after school, during recesses, during study periods, whenever and wherever necessary (at blackboard, in laboratory, at teacher's desk; with collateral reading, drawing, questions, notebook work, written exercises); assisting pupils with group and individual projects, special assignments, term papers; explaining difficulties and errors in work (in problems worked out at blackboard); planning procedures for meeting difficulties of groups, helping pupils to adapt their activities to damaged equipment; planning effective procedures for pupils when materials and supplies are limited; helping pupils to overcome distractions; supplying special helps (easier textbooks, keys, rules, special methods of preparation) when difficulties are encountered. Determining proportion of errors on papers to be corrected by pupils; training pupils to think through each step of a method before adopting it; training pupils to use natural manner in speaking.

53. *Utilizing pupils' contributions from reading and experience*

Basing teaching procedures upon pupils' experiences; basing questions and criticisms on pupils' work; determining types of

pupil experience to be utilized, utilizing pupil experiences whenever practicable, having pupils furnish original examples and illustrations from experience, having pupils bring products of home to classes, utilizing observations made outside school by pupils, utilizing pupil experiences in composition work, utilizing skills pupils have gained at home, utilizing material presented by groups; encouraging, conducting, class discussions, getting pupils to relate personal experiences in class; getting pupils to discuss free-play activities (blackboard work, sand-table work); noting on blackboard pupils' suggestions in discussions and plans. Getting pupils to co-ordinate their individual experiences and skills, e.g., having pupils compare notes as to methods of study. Taking advantage of special occasions (community dinners, fairs, epidemics, Clean-Up Week, Safety-First Campaign, other drives and campaigns) as means to motivating work; using lantern-slide program as basis for oral expression lessons; supervising projects suggested by pupils.

54. *Demonstrating skills and learning procedures*
Giving group and individual demonstrations: demonstrating new procedure or solution to class; demonstrating problems at board, explaining each step in problem, working sample problems to show method of attack, showing pupils how to improve their methods of working out problems; demonstrating principles in laboratory; demonstrating correct pronunciation, correct tones (in singing); illustrating type of work

to be done; showing how to find and use reference materials; using aids for demonstrations (lantern, reflector, talking machines); making models; using problems to illustrate assignments.

55. *Formulating conclusions, solutions, and summaries*

Emphasizing general scope of course; keeping outline of course clearly before pupils; reaching satisfactory solutions to problems; securing definite conclusions in class discussions; settling disputed points; determining methods of summarizing subject matter; outlining, summarizing, material frequently, summarizing reading by outlining, by other devices; summarizing unit (discussion, lesson, problem); reviewing work of period.

56. *Economizing time*

Determining methods of summarizing subject matter rapidly, effective methods of procedure when class time is limited, when time is divided among a number of subjects; determining proper stopping point in projects; budgeting time (Dalton plan) in class period, utilizing time to best advantage; determining amount of time to allow for appreciation lessons, demonstrations, lectures, each lesson unit, projects; determining division of time in classroom between individual and group work, when to explain one pupil's errors to whole group; economizing time devoted to testing; eliminating extra copying; saving time for individual help.

57. *Conducting reviews*

Preparing outlines and review questions covering each unit, work of entire course; conducting reviews (oral, written) at regular times (e.g., each week, month, semester), conducting reviews for college examination; reviewing previous work (previous day's oral reports on excursions, on reference material, stories; reviewing important points, mistakes (misspelled words), in previous lesson; using reviews to help organize material, to develop judgment, to check up on teaching; limiting time for reviews; varying procedure in reviews.

58. **F. Assigning work:**

59. *Selecting group assignments*

Applying general laws of learning, recent theory and results of experimentation, in making assignments; assigning definite amount of work for each period; planning lesson unit assignment, including assignments and instructions for future work in daily plans; requiring oral reports on excursions, reference material, stories; requiring special and term reports; suggesting application of pupil experiences in work, suggesting making of outlines; suggesting, conducting, neighborhood projects, other outside work.

60. *Presenting directions for doing work*

Assigning work clearly and definitely, making assignments, new directions, and instructions clearly understood: making explanations (oral, written) in comprehensible terms; repeating assignments for

clearness; answering questions concerning (next day's) assignments; defining report topics clearly; explaining laboratory experiment; explaining assignments (general, special, home-study) to absent pupils. Assisting pupils to proceed with assignments: assisting pupils to start studying assignments, suggesting general technique, further steps; supervising, suggesting improvements in pupils' methods; writing directions (lists of things to do in preparing lessons) to be followed in study; directing writing of reports and term papers, planning form for book reports, preparing mimeographed instructions for term papers; giving instruction for hand work. Directing procedures for general efficiency in work: beginning recitations promptly; insisting upon work being finished promptly; insisting upon neatness, good expression, form organization, in work, teaching neatness in project records; instructing pupils in technique of study, getting pupils to refrain from memorizing subject matter; instructing pupils in use of bulletin board, laboratory, library, reference materials; permitting pupils to communicate when marking papers.

61. *Checking pupils' understanding of the work to be done*

Asking questions to check understanding of instructions; discussing methods of attacking assigned lesson, projects, new work; giving chance for questions at every step; giving general view of reading material; having pupil give assignment in own language; reviewing assignments.

62. *Adapting assignments to abilities and needs of the class*

Determining best time for making assignments. Adjusting assignments and written work to ability of class: determining amount of drill, of home work, needed; estimating the amount of material pupils can grasp; adjusting requirements to characteristics of class; providing assignments for groups of varying capacity, assigning extra work for credit; using minimum quota basis in assignments; planning work for pupils leaving class early.

63. *Adapting assignments to the needs of the individual pupils*

Adjusting assignments to fit individual needs, to fit pupils of special types, making individual assignments according to ability, interests, maturity, of individual pupils; assigning additional work to more capable pupils, e.g., assigning new problems to pupils who finish during class period; assigning supplementary work for bright and otherwise non-typical pupils; having individual pupils conduct assignments; allowing individuals to go their own paces, refraining from hurrying them unduly; encouraging individuals to beat their own records; helping individual pupils to discover their maximum capacities, e.g., giving written assignments to permit pupil to work at best rate of speed. Recommending to individual pupils material (books, pictures, moving-picture dramatizations of books, stories pertaining to special or vocational interests, supple-

mentary material of all kinds) within pupil's understanding; stimulating pupils to do creative work.

64. *Following up assignments*

Assigning time and place, providing opportunities, for making up missed and unsatisfactory work; conducting weekly make-up day; helping individual pupils to make up work after school; preparing assignments for absentees, late entrants, truants; conferring with pupils about missed and unsatisfactory work, having pupils make up unsatisfactory work, requiring poor papers to be rewritten; dealing with unprepared pupils, with pupils who failed to understand assignment, with pupils neglecting home study; determining treatment of habitually unprepared pupils, deciding whether to permit unprepared pupils to prepare assignments in class time; providing special work for backward pupils in upper grades; reducing amount of credit for late work. Checking up amount of work done (reference material and textbook reading); checking up time given by pupils to assignment; following up delayed book reports; supervising, checking up, on assigned work (individual projects, laboratory work, seat work), requiring mastery of all general and special assignments; reminding pupils of work due; securing completion of, and reports upon, work undertaken; following up school excursion with class project. Having pupils correct mistakes on exercises; supervising corrections made by pupils. Securing adequate preparation; encourag-

ing frequent reviews, requiring study until lesson is memorized; supervising early work closely; testing on preparation. Working each pupil to maximum capacity, requiring pupils' best efforts in all assignments.

65. **G. Providing sufficient opportunity for pupils' activities:**

66. *Avoiding unnecessary participation by teacher in classwork*

Assigning work requiring minimum effort from teachers; developing self-activity through voluntary work; getting pupil to think for himself before giving help; deciding value of class discussion as compared with teacher development of given topic; restricting teacher's participation to minimum; avoiding teacher interference when pupil is speaking; restraining teacher participation in discussions; maintaining neutral attitude.

67. *Distributing opportunities among individual pupils*

Encouraging discussion, self-expression by pupils, providing opportunities for pupils to express judgment in cases, providing opportunities for self-expression before group (by floor talks, original demonstrations); securing individual activity in large groups; socializing recitations to permit participation of all pupils in discussions, e.g., conducting class question box, using oral reports; having pupils take turns at leading discussions, selecting pupils to act as chairmen of socialized recitations, apportioning time according to needs of pupils, providing equal oppor-

tunities for participation for all pupils, working for individual reactions.

68. *Allowing pupils to assume adequate responsibility*

Appealing to pupils' interest by giving them some choice in selection of projects; allowing pupils to choose own work when assignment is complete; allowing pupil to use his own method; having pupils assume responsibility for assignments, for methods of learning, for routine-learning activities; teaching pupils to criticize their own work, score their own tests, written work; encouraging co-operation in preparation of reports; using socialized recitation, making individual success depend on success of group; having pupils help teacher in answering questions; checking discussion by allowing confusion (everyone talking). Offering explanation, help, only after the pupil has made every effort to help himself.

69. **H. Providing facilities for individual study:**

70. *Providing necessary time and assistance*

Allowing sufficient time for difficulties to emerge; alloting sufficient time for drill on essentials, for reports on reading, for excursions, for correcting individual errors, for helping individual pupils; conducting supervised study periods; holding private conferences; helping pupils before and after school, during weekly make-up period, giving help in all subjects to pupils who stay voluntarily; providing individual assistance while class is busy studying; permitting unprepared pupils to pre-

pare assignments in class time; using assimilative lessons.

71. *Providing necessary materials*

Making, providing, materials for facilitating learning processes (blackboards, bulletin boards, cards, charts, color cards, drop words, drill cards, flash cards, globes, graphs, maps, mimeographed material, models, motion pictures, number cards, pictures, posters, questions, script, vocabulary drill cards); making out good road maps to facilitate farm project supervision, preparing demonstration material, laboratory equipment, seat work; providing supplementary books related to courses; keeping in classroom indexed catalogue of all books used; returning written work promptly.

72. **I. Investigating and evaluating pupils' needs, abilities, and achievements:**

73. *Setting up standards of achievement*

Determining, setting up, standards of achievement, taking into account all factors (improper facilities for home study) in making judgments; developing objective standards for judging pupils' work; setting standards for individual assignments; setting standards high enough so that pupils recognize good work; determining basis of marks (effort, reasoning ability, illegibility, absence, lateness); determining standard for marking oral reports (when last speakers have benefited by criticisms of those preceding); giving pupils standards by which to judge quality

of their own preparations. Working out standards for quarterly periods, for term.

74. *Devising and selecting tests*

Choosing forms, materials, types, of examinations and tests: constructing standard types of tests (alternate response, limited response, multiple choice, objective, review, true-false); constructing, selecting, tests for special purposes (to check ability to organize material, to diagnose weaknesses in methods of study); testing by special devices (poem recitations, written tests with books open, vocabulary drill); giving new problems, questions (fact, thought-provoking) to test abilities; reading to pupils to test attention, testing improvement by written exercises; using new-type tests, e.g., preparing new-type tests into objectively scored problem forms; constructing preliminary tests; pre-testing by discussions; preparing pupil questionnaires. Making all examinations and tests comprehensive, fair, practical.

75. *Inspecting pupils' work and methods of study*

Checking pupils' work (book reports, outlines, project work, home work, seat work, written work), inspecting, looking over, work (class projects, papers); rechecking daily papers pupils have corrected; devising methods for checking work in class. Checking pupils' ability to sustain attention; making individual profiles of attention; studying character of individual pupils' work, seeing how pupil attacks work, e.g., writing down what pupil does each minute for thirty minutes; measuring

study habits; developing methods of determining success of study habits; determining value of unsupervised exercises.

76. *Administering tests*

Conducting standard and new-type examinations and tests of various kinds (achievement tests, objective, subjective tests, one-word-answer quizzes, oral and written tests, tests on make-up work, time tests) periodically (monthly, mid-term, each semester, every six weeks) to measure pupil accomplishment and progress, conducting final examinations. Testing for special purposes, e.g., doing prognostic testing, testing for ability to use texts, testing for background, testing on outside reading and night work, testing knowledge of assignments, testing each completed unit, testing mastery of daily, of individual, assignments. Using special devices for testing, e.g., having written recitations, reading at special periods to test attention, using questions on assignment at beginning of period; giving intelligence tests. Determining appropriate times for giving examinations and tests.

77. *Recording results of tests*

Checking and recording completed work: keeping card index of pupils' oral composition work, of books read; recording pupils' reactions to books read; recording pupils' written answers; recording results of tests, grades. Determining what work to mark, what marks to record; marking, grading, laboratory work, notebooks, papers; scoring, grading standardized tests;

changing scores on tests into terms of marking system, into fractional, weighted credits; tabulating results of pupil questionnaires, results of speed tests.

78. *Diagnosing pupils' difficulties*
Determining, analyzing, pupil difficulties (of groups, individuals); getting pupils to discuss their difficulties; getting pupils' points of view; recognizing difficulties of pupils due to previous training; studying individual differences, studying each pupil as individual to determine needs; discovering each pupil's character through individual conferences, observation in class, tests; locating and studying causes of failure, poor work (in reading); analyzing errors made; discovering need for drill; using graphs and distributions of marks given to interpret shortcomings; finding out what pupils know before teaching; pre-testing; giving diagnostic tests (in series, monthly); analyzing and reporting methods of study; measuring studying and reading rates; studying records of previous classes. Checking up improvement of weak points by testing; determining remedial measures from test results; testing efficiency of teaching in terms of pupils' difficulties. Considering each individual rather than group when marking; giving due consideration to pupils' backgrounds, A.Q., E.Q., I.Q. Evaluating, rating, pupils' work on basis of test results, determining degree of mastery, comparing pupils' abilities at beginning and close of course, measuring individual progress; making graphs to show progress; distribut-

ing marks each term; comparing distribution of marks with normal curves, with standard percentages; evaluating work of individual pupils who collaborate in group projects. Studying, analyzing, interpreting, results of diagnostic and other tests, results of pupil questionnaires, to discover pupils' needs; comparing individual pupils' marks in different subjects, comparing physical characteristics with marks. Discussing results of tests with pupils, explaining marks, conferring about daily test papers. Avoiding premature judgments of pupils' abilities, superficial influencing estimates of pupils' work; marking in conformity with other teachers, using uniform standards in grading.

79. *Following up diagnosis*

Assigning marks, ranking classes and individual pupils, on basis of tests; deciding how to mark unprepared pupils who do good work extempore. Criticizing daily recitations; discussing achievements, rank in distribution of marks, with individual pupils; giving pupils their scores on tests; posting, explaining, test results; putting standards on marked papers; showing progress by means of charts, graphs. Encouraging, stimulating, effective work by judicious praise, rewards, e.g., commending, displaying, publishing, best work; reading best written work to class, granting awards and certificates, praising effort, originality; keeping up class morale by encouraging slow but conscientious workers.

80. **J. Exhibiting useful teaching traits:**

81. *Expressing interest in subject taught through such traits as scholarship, dramatic sense, appreciation of aspects appealing to pupils.*

Knowing standards for grade; studying, determining, standards (speed, time, and achievement standards) for given subject and grade; substituting individual for grade standards; showing interest in subject for personal satisfaction; showing interests with pupils in dramatic situations, in familiar situations.

82. *Expressing interest in individual pupils through such traits as sympathy, loyalty, friendliness, good humor.*

Creating proper atmosphere in the class by humorous remarks when appropriate; cultivating individual pupils for their own good; sharing pupils' success and setbacks; showing friendliness to individuals at all times; being loyal to pupils, respecting confidences.

83. *Expressing qualities of leadership, such as self-confidence, fairness, open-mindedness, energy.*

Expressing self with grammatical correctness; avoiding overconfidential attitude in relations with pupils; developing firmness and forcefulness in matters where teacher is responsible; taking pains to avoid any appearance of partiality; hearing both sides of any dispute; attacking all duties energetically; exercising leadership at all times.

SUBDIVISION B

TEACHING PUPILS TO STUDY

PUPILS' ACTIVITIES INVOLVED IN CLASSROOM INSTRUCTION

The following pupil activities appear in the check-list after the words "Teaching pupils to . . . . "; for example, "Teaching pupils to develop useful interests." The change was made in the check-list in order to make the type activities easier to evaluate.

84. **A. General activities:**

85. *Developing useful appreciations, motives, and interests*

Choosing, planning, projects; suggesting topics for discussion, interesting exercises to do in class or as outside projects; bringing illustrative materials; doing extra assignment in line with personal interests; relating vocational interest to courses (English, Civics, Occupations); making intensive study of some special aspect of subject; indicating sincere and original appreciations of significant aspects of subject.

86. *Developing traits and habits*

Cultivating useful traits (e.g., honesty, industry, neatness, originality, punctuality, readiness, self-confidence, self-control), adopting desirable traits of others. Studying attitudes and likes of others, striving to please others; being courteous (listening closely, doubting silently); doing full share of work in group enterprises; refraining from asking useless questions, from annoying or interfering with others. Forming good habits of work; following instructions; doing assigned work promptly; finishing work attempted; considering details of work; giving credit for quoted material; making accurate references; exerting greater effort in work in which unsatisfactory progress is being made; doing carefully work for which no credit is expected; thinking and working inde-

pendently; organizing ideas before expressing them; offering and accepting criticism; working for group interests.

87. *Participating in class activities*
Organizing class for pupil management; taking part in socialized recitations, contests, debates; asking and answering questions; calling attention to difficulties in courses; leading discussion, expressing opinions; discussing, making reports, talks (about assignments, best books, errors on tests, historical movies, newspaper articles, quiz papers, scrapbooks, written work); telling, listening to, current events, daily happenings, experiences; holding mock conventions, elections; participating in rehearsals, dramatization of subject matter.

88. *Establishing friendly relations with other pupils*
Working in groups, committees; doing co-operative work on assignments, working together on problems, comparing methods of work, answers, results; giving class benefit of experience after errors are discovered; giving directions to other pupils. Participating in contests, rehearsals; leading, participating in, group discussion; helping choose subjects for debates, extemporaneous talks.

89. *Developing individual tendencies and abilities*
Doing creative work in lines of special interest; developing special abilities (in foreign-language conversation, laboratory technique, practical arts courses); expressing and developing special talents (in drawing, music, electricity, writing plays and stories); following lines of special talent in voluntary work, adapting voluntary projects to special abilities; forming hobbies; making exhibits (art, home, shop). Finding new

problems, inventing problems, making practical problems.

90. *Solving problems*

Finding information by which problems of course may be solved; applying principles to solution of problems; acquiring skill in problem-solving; selecting and concentrating on difficulties in work assigned; working problems orally. Doing independent work, discovering new steps independently.

91. *Improving skills and abilities*

Acquiring speed (by practice), skill in routine performances, in drawing inferences, in organizing work; doing memory-drill work; acquiring skill in special techniques (in laboratory technique, manipulation of materials, mathematical computations, measuring (with various instruments); acquiring motor skills. Acquiring mastery in special fields: mastering mechanics of reading, using books for given purposes; practicing foreign-language pronunciation and conversation, thinking and carrying on conversations in foreign languages; acquiring large vocabulary by learning and drilling on meanings of new words; mastering clear, correct, and effective use of words in speech and writing, learning to converse effectively, to speak extempore, to hold interest and get reports "across" in informal talks, to make effective formal talks.

92. *Making practical use of material studied*

Applying textbook material to life-situations, finding applications in later life; making practical applications, applying methods learned to new situations; interpreting phenomena inside, outside, laboratory; noting illustrations of principles discussed in the course; finding appropriate

illustrations; finding out how principles apply to examples and problems.

93. *Making economical use of time*
Developing and using efficient methods and habits of work and study; using time to good advantage, budgeting time, distributing time among activities according to some system; planning work efficiently; beginning work promptly. Making progress at most suitable rate, at level of ability.

94. *Meeting formal requirements*
Covering prescribed subject matter: making book reports, maps, notebooks; doing home work; making up missed work; rewriting poor work; handing in daily written work on time; observing specified arrangement (as to form) on papers; making accurate references; constructing bibliography; doing collateral reading. Keeping permanent records of work done.

95. **B. Specific activities:**

96. *Deciding what is to be done*
Finding out what is to be studied, making sure that assignment is understood; finding immediate objectives; deciding what to do first; learning to use materials in manner specified; finding proper use for reading materials; choosing readings from list, subjects for extempore talks; understanding technique and procedure of testing. Learning how to respond to teacher's directions.

97. *Checking teacher's directions for clearness*
Ascertaining what is to be done before beginning work: checking understanding of assignment with other pupils; securing further explanation of assignments; comparing notes with other pupils on assignment, on teacher's directions; recording assignments; asking teacher to repeat directions; making preliminary inspection of ma-

terial assigned; trying to follow directions, to work assignments, in order to see whether they are fully understood.

98. *Foreseeing results to be obtained*
Seeing objectives and purposes of work to be done; knowing outline of course, purposes of drill exercises. Anticipating conclusions to be reached; forming, estimating tentative answers to, problems; visualizing finished product (shop drawing) on which work is in progress.

99. *Planning methods of work*
Choosing, planning, methods of conducting projects; working out proper methods and habits of work and study; planning proper times and places for work; experimenting with different ways of obtaining desired results; selecting most efficient method of reaching desired results.

100. *Gathering reading material*
Collecting books, materials, locating filed materials, on subject; finding pages containing references; selecting material from various books which bear upon given topic, problem, assignment; using library card catalogue efficiently. Choosing readings from lists; selecting readings for club programs; making list of readings of special value or interest.

101. *Finding desired information from reading material*
Finding pertinent ideas, locating passages which bear upon problem or topic assigned; collecting data from textbook, from various books; reading maps, interpreting author's explanations, charts, graphs; making efficient use of library and reference devices (e.g., atlas, dictionary, encyclopedia, index, *Readers' Guide*); doing extensive free reading, collateral reading; selecting and noting desired information found in reading.

102. *Obtaining information from sources other than reading*

Collecting specimens (bugs, flowers, leaves, pictures), studying, asking questions about, specimens collected; obtaining material from other departments, ideas from other courses, opinions of other teachers; going to persons outside the school for advice, information, for help in school work, for new methods of attacking problems; collecting data by observation, observing phenomena inside, outside, laboratory, making field trips, visiting courthouses, factories, town meetings.

103. *Recalling useful information obtained from reading and experience*

Telling of current events, daily happenings, experiences in previous grades, thinking up answers to questions, recalling experiences which give meanings to principles discussed in textbooks; supplying, describing, situations to clarify explanations, to support arguments, to show importance of given principles.

104. *Collecting necessary supplies and equipment*

Collecting materials for various purposes: collecting materials needed for laboratory demonstration; collecting phonograph records to supplement report in English; gathering materials (charts, maps, practice exercises, squared paper), for work; securing ink, paper, pen, for writing period; getting books, paper, pencil, from locker for class, study hall; having necessary materials collected in proper place and ready for use.

105. *Obtaining a proper perspective of the course*

Seeing unit as section of course as a whole, getting perspective of the course or subject as a whole; finding general point of view which explains de-

tails; thinking through course outline; thinking out work of each day in terms of course as a whole; organizing work in terms of the objectives set up for each unit; studying lessons in relation to entire course.

106. *Maintaining critical attitude toward material studied*
Criticizing material read, finding contradictions, inaccuracies; learning to criticize class lecture, instructor, conclusions; giving constructive criticism of lesson. Seeking truthful statements; labeling facts and opinions respectively as such; choosing best ideas from a series; learning to evaluate a book; learning to make comparisons and contrasts, comparing authors, authors with teacher, with other sources.

107. *Preparing for classwork*
Learning to use, to manipulate, materials; using outline of day's lesson, "study help" direction sheets, questions in textbook; getting necessary facts in mind, reviewing work before class period; trying out demonstration before class period; arranging notebooks or papers to be handed in; doing home work.

108. *Locating specific problems*
Pointing out and questioning significant elements, important parts, in new material; finding personal difficulties, errors, points not understood; formulating questions, statements of aims; learning to recognize problems encountered.

109. *Analyzing problems*
Thinking out what is implied in reading material, problems for solution, general rules, principles, general statements in textbook; looking for causal relationships; making comparisons, contrasts; seeking author's purpose; considering relative importance of details; getting details as well as

general idea; selecting keynote statements in paragraph, most essential points, points having common elements; finding significant elements, important parts, of new material. Doing reflective thinking, seeing cause and effect; reasoning deductively and inductively; answering own questions, analyzing own difficulties; having reasons for methods used for solutions arrived at. Analyzing jobs, studying movements of arm, fingers, wrist.

110. *Organizing material in proper form*
Making outlines, listing ideas under proper headings, e.g., organizing geometrical proof under specific steps, arranging contents of notebook systematically, developing topics logically; making reports logical inform; relating ideas coherently; discarding material not useful; putting material in story form. Reviewing written work to improve organization; glancing over each day's lesson before period to organize idea; making clear, brief answers; organizing course, unit, topic, ideas in useful relationship; organizing thoughts for expression.

111. *Summarizing materials*
Summarizing material by reviewing, making marginal headings for review; summarizing reading materials by outlining, making abstracts of books read out of class; summarizing oral reports in conclusion; summing up point of an argument; noting the gist of a class discussion, summarizing problems to be solved, contributions of class (at close of period).

112. *Memorizing material*
Learning by rote, memorizing poems, parts in plays, rules, formulas, speeches (for commencement, special sessions). Saying material over to

learn it; repeating songs and stories till memorized.

113. *Combining ideas in proper relationships*
Connecting details with principles they illustrate; organizing ideas in useful relationships, relating new materials to old, relating school work to out-of-school experience; noting related procedures. Getting complete story, not merely disconnected details; getting unified view of subject matter by reviewing.

114. *Discussing implications of material studied*
Explaining what a given statement implies, looking below the surface of a problem, finding reasons to account for facts; discussing principles which apply to given situation, generalizing; asking questions about points not clearly understood; discussing features of historical movies, best books, scrapbooks, quiz papers, errors in tests; discussing subject matter at home.

115. *Finding or making illustrations for greater clearness*
Using interesting illustrations in oral and written reports; illustrating points in recitation, using various means of expressing ideas, e.g., finding illustrative objects, drawing, examples, experiences, pictures, problems, stories, making blackboard sketches to illustrate points, contrasting details with colored crayons, sketching apparatus; making demonstrations before classes.

116. *Noting, outlining, and recording useful information*
Outlining lectures, lessons, readings, written work, making briefs, charts, diagrams, graphs, maps; using notebooks to record assignments, supplementary information, teacher's directions, and explanations of difficult points; making marginal headings for review; making briefs for debates, oral reports, talks. Making permanent record of

all work done, of progress made on projects, listing results of experiments, investigations carried on; filing material.

117. *Carrying on class routines*
Working under teacher's direction; using class outlines, exercises, reference books, textbooks; doing seat work; working problems; writing assignments from dictation; copying compositions, tests, reports, written work; reciting lessons; reading silently and orally; performing experiments; drawing guide lines; presenting material, specimens; attending conferences of special groups for preparation of work assigned.

118. *Obtaining criticism from teacher and other pupils*
Asking teacher to criticize outline for oral report, having teacher point out errors in work done in class, home work; receiving pupils' criticism of board work, oral exercises, oral recitations, reports; submitting results of project to class for criticism and suggestions; asking opinion of other pupils on correctness of work done; reading notes on papers returned by teacher.

119. *Obtaining help from teacher and other pupils*
Asking questions about points not clear; conferring with teacher upon difficult work; using teacher's assistance (after school); receiving help in finding material; asking pupils' assistance (in doing home work, in finding reference materials, finding topics for themes, solving problems); disclosing difficulties and errors to teacher and other pupils as a means of getting help.

120. *Taking tests and examinations efficiently*
Taking tests of various kinds (diagnostic, intelligence, limited-response, standardized) at regular periods (each day, month, term, semester); doing review exercises on unit completed; answering

questions in oral quiz; taking (five-minute) daily quiz on assignment, oral reports, previous day's work.

121. *Comparing work with standards in order to check errors*

Checking daily work, e.g., asking teacher how work compares with kind of work expected, comparing handwriting with accepted standards, checking solutions to problems by models in textbook; comparing test results with other pupils; comparing, discussing, marks with teachers, with other pupils; evaluating points, value of each type of material; noting progress in terms of class standing.

122. *Correcting errors*

Criticizing own work, checking own conclusions, finding and correcting difficulties and errors in own work. Marking papers for teacher, correcting other pupils' work (class exercises, notebooks, papers).

DIVISION II

TEACHERS' ACTIVITIES INVOLVED IN SCHOOL AND CLASS MANAGEMENT (EXCLUSIVE OF EXTRA-CURRICULAR ACTIVITIES)

SUBDIVISION A

ACTIVITIES INVOLVED IN RECORDING AND REPORTING INFORMATION CONCERNING PUPILS

The following material contains a list of activities involved in recording and reporting. Only one summary paragraph is shown herewith for each topic concerning which records and reports are made. The check-list, however, distinguishes fourteen type activities which are repeated in connection with each of the types of records to which the activity applies. The change was made to facilitate ratings on the check-list. See page 254 ff.

124. *Activities involved in recording and reporting admission of new pupils to school*

Approving, filling in, signing admission forms; checking daily programs of new and entering pupils; finding records of new pupils in office; making entrance cards of admission to home room during month; making out records for new pupils; sending records of new pupils to office for inspection, filing record cards.

125. *Activities involved in recording and reporting census information*

Calculating, estimating, number of pupils to receive instruction during year. Checking to see that permanent records are up to date. Filing birth records, permanent record cards. Making age-grade table and distribution chart for grade group each year; making chart showing locations of pupils' homes and transportation routes. Noting changes of address of home-room pupils, of other pupils; putting addresses on permanent

record cards, record books. Noting, recording pupils' distances from school. Recording pupils' birthdays on blackboard. Recording and reporting each pupil's age, address (at beginning of term), birthplace, date of entering school, date of vaccination, nationality, parents' name and telephone number. Recording and reporting individual pupils' abilities and achievements in subjects studied, classroom reactions to methods of teaching employed, conduct, specific data regarding progress in various learning activities, study habits. Reporting complete list of pupils in classes and home-room to office; showing number enrolled on attendance report, number of boys and girls in each grade group.

126. *Activities involved in recording and reporting information concerning pupils' health*

Collecting health records and reports from doctors, nurses, home-room teachers, parents. Filling out medical cards after doctor's examination; making alphabetical list of pupils for doctor's assistance; making out dental card, medical card, nurse's report for pupils to take home for parent's signature; checking and filing same when returned. Making out health records, recording dates of physical examination and vaccination, diseases, height and weight; checking same periodically for vaccination, diseases, height and weight; checking same periodically for completeness and accuracy, and filing with other permanent records. Other types of health records and reports mentioned are exclusion slips, health cards (recording pupil's name, age, birth date and place, diseases, parents' occupation, names, health certificates and charts, lists of pupils requiring special examination or treatment, follow-up reports, health officers' reports, reports on gen-

eral physical condition (daily, monthly, semi-annually, annually); reports on special defects and special medical cases; reports to health officer on contagious disease cases and suspects for quarantine; on unsanitary conditions of home; summary of diseases for state. Returning health blanks to county superintendent; returning health records and reports after inspection; returning nurse's report sent to parents. Tabulating data concerning pupils' health, height and weight; making graphs showing percentages of over- and under-weight, relative weights.

127. *Activities involved in recording and reporting attendance*

Calling roll; checking attendance in all classes and special rooms; checking attendance with enrolment and census data, class roll with daily absence records; checking, balancing, register with term enrolment sheet; checking, investigating, class absence reports and excuses; checking to see that excuses for absence have been presented; filing excuse slips. Complying with attendance laws in the matter of records. Filling in admission blanks for pupils who have been absent; filling in teacher's name on attendance sheet for each pupil. Keeping list of absentees, marking all absentees on attendance register; keeping individual attendance sheets for teachers' reference. Making out absence slips, excused-absence slips. Making out attendance records and reports (daily, monthly, annually, periodically) for attendance officer, principal, superintendent; making out class enrolment records, permanent record cards of attendance; making out special absence reports for office, special prolonged-absence reports for truant officer; preparing statistical records of attendance. Receiving, record-

ing parents' notices concerning pupils' absences; recording absences in current classes, home-room, building as a whole; recording absences of pupils of special types (e.g., problem cases). Recording, noting, average daily attendance, percentage of attendance, total number of days attended; recording, noting, illegal absences, nature and number of absences caused by change of residence, excused tardiness, inclement weather, parental neglect, quarantine, sickness, truancy; recording reasons for absence by proper symbols; rejecting excuses for illegal absence. Reporting cases of truancy and suspected truancy to truant officer; reporting illegal absences of three days or more to proper authority; reporting number of excuses to be audited daily. Sending absence slips to office, to other teachers, to school officers; sending cards to be filled out and returned by parents; sending warning notices to parents. The following types of pupil attendance records and reports are mentioned: attendance records, including data on attendance (aggregate number of days, average daily percentage), absence (absence slips, admission slips, excuses notices, with causes for absences, e.g., inclement weather, parental neglect, quarantine, sickness, truancy), and tardiness (excuses, minutes late, number of times); attendance register (local, state); attendance reports (on attendance sheet, blackboard, permanent record cards, report cards, register in office, state blanks) issued periodically (annually, each semester, each term, three times a semester, monthly, weekly, daily) to state, school office, school staff (attendance officer, department heads, directors, home-room teachers, principal, superintendent, vocational directors); class rolls; daily attendance bulletins; enrolment

lists; pupils' attendance sheets; seating charts, plans, summary of absences; truancy cards.

128. *Activities involved in recording and reporting tardiness*

Investigating causes for tardiness. Listing for office record names of pupils who have not been tardy. Making out and issuing excuse cards, slips, for tardiness; filing same; passing judgment on excuses for tardiness; recording and reporting tardiness, including causes therefor; signing excuses for tardiness.

129. *Activities involved in recording and reporting pupils' marks*

Checking to see that report cards are properly signed and returned; filing report cards alphabetically at end of semester. Filling out individual grade reports for each subject, assembling grades from individual reports to consolidated report. Making out and issuing report cards; making out and sending home pupils' grade sheets; making out permanent record grade cards. Receiving and signing grade reports of other teachers for pupils of home room. Reporting grades of pupils from charitable homes to home offices; reporting pupils eligible for final examinations; reporting pupils' grades on special form for principal three times a semester; reporting pupils' marks (all grades, conduct) to home room and report teachers; reporting pupils' marks (grade summary of recitation group, record of each day's "advising section" grades, summarization of grade distribution, test scores) to office; reporting pupil ranks (number repeating, percentage passing, weekly department record) to office to be displayed for pupil inspection; reporting weekly to parents concerning pupils mak-

ing up work. Treating pupils' marks statistically, averaging, graphing, tabulating pupils' marks. Types of records and reports dealing with pupils' marks are periodic (annual, each semester, quarterly, every six weeks, monthly, bi-monthly, weekly, daily) records and reports (attendance-record blanks, blackboard, health cards, individual cards, permanent-record cards) concerning pupils' attitudes (behavior and problem cases, general conduct, habits, industry, progress in school work), work (completed or made up, deficiencies in special subjects, examinations, oral and silent reading, recitation, reports, written work), and status (conditioned, failed, passed, repeating). These records and reports are sent to county superintendent, guidance bureau, home-room and other teachers, office, parents, principal, superintendent (see school officials listed in Division IV).

130. *Activities involved in recording and reporting promotions*

Checking promotion records and reports; making out promotion slips for signature at end of term, at other stated intervals; making out and issuing failure blanks and poor-work notices. Recording accelerations and promotions in attendance book, listing pupils accelerated and promoted at end of term; recording and reporting deficiencies and retardations, including causes therefor; reporting accelerations and promotions, with recommendations, to home-room teacher, next teacher, principal; reporting accelerations and promotions to office; giving names and ages of pupils doing exceptionally good work in each subject (reported weekly), pupils unconditioned in each subject (reported monthly, semiannually), pupils to be sent to high school; reporting honor students to

office; giving advance notice of possible honor graduates, final ratings of possible honor students, names of honor pupils in home room.

131. *Activities involved in recording and reporting classwork*

Charting experiments, progress of individual pupils, results of classwork for school officials, e.g., making charts for superintendent showing status of work (comprehension and rate in reading, books read, silent reading work, supplementary reading). Copying reports on individual sheets; filling out and signing progress cards of recitation groups for gymnasium teachers, for office; making out individual prognosis sheets based on and including school achievements, school grades, summary of credits to date; making out and preserving progress record for each pupil, recording general progress (as compared with I.Q.) and special data (e.g., reading vocabulary, work to be made up). Recording and filing for personal reference teaching plans, special class projects; recording and reporting daily school activities and work (e.g., diploma examinations, group activities, individual experiments, nature of and unusual accomplishments in classwork, songs sung, written work). Reporting on project work to school board, superintendent, supervisor. Reporting maladjusted pupils to supervisor; reporting progress of pupils of special types (delinquents, subnormal pupils, social welfare cases, twins, underweight and overweight pupils).

132. *Activities involved in recording and reporting withdrawals*

Making out dismissal, early dismissal, transfer, and withdrawal records reports, recording places to which those transferred have gone, reporting

(monthly) number of dismissals from home room, sending drop-out cards to office, sending list of transfers to librarian; making out, signing, and issuing dismissal, withdrawal, and transfer slips to drop-outs (pupils dropped from roll for causes other than those necessitating temporary discharge); to pupils moving out of community to another school (district). Noting, recording, transfer slips from other teachers, returning same to box of teacher concerned. Preparing data on withdrawals for school census reports.

133. *Activities involved in recording and reporting schedules*

Checking and recording pupil programs and subjects selected. Reporting upon proper time for dismissal of classes, other groups, study hall. Filling out schedule blanks for office, for principal, for teachers' desks. Making out examination schedules for class and school work, schedules for departmental work; making out schedules in advance for athletic games, for work of coming semester; planning schedules for assembly, class, and lunch periods to avoid conflicts; posting classroom schedules on bulletin board.

134. *Activities involved in recording and reporting personal information*

Recording and reporting facts regarding companions, delinquencies, history (developmental and family, school and work), habits, home conditions, interests, mental and physical characteristics, personal traits (see code No. 17 for pupils' traits).

SUBDIVISION B

ACTIVITIES INVOLVING CONTACTS WITH PUPILS

The following summary paragraphs are arranged in two lists. The first list contains specific items related to the *sections* of the check-list. The second list contains items related to the *subsections* of the check-list.

SECTIONS

291. *Setting up objectives*

Defining discipline to pupils; defining, discussing, underlying principles of classroom conduct, explaining purposes of discipline, the why of obedience, how to enjoy freedom without disorder.

294. *Explaining school regulations*

Explaining school regulations to pupils (rules covering passage through halls, stairways to and from school, bells); explaining marking system, showing what elements in papers affect marks.

299. *Developing pupils' interest and attention*

Supervising health projects, holding health contests to develop interest; holding pupils' attention, preventing inattention, day-dreaming, by emphasis, questions, without distracting class; holding attention when explaining problems, common difficulties, when material is unfamiliar, when giving shop instructions. Beginning work promptly to get attention; beginning work so that all pupils get into game at once, without loss of time. Encouraging group contributions to the welfare of the school; encouraging, securing, clean speech on playground, fair play, good sportsmanship, justice, right spirit.

SUBSECTIONS

PUPILS' ACTIVITIES INVOLVED IN SCHOOL AND CLASS MANAGEMENT[1]

300. *Observing school regulations*

Bringing notices from home when returning after absence; going home for forgotten excuse; securing absence slips from office, permits to enter class, street-car identification cards. Going home immediately after dismissal from school, without loitering on the way, crossing street carefully. Observing rules and regulations (fraternity rules, smoking regulations, state health laws, study hall regulations, traffic rules).

301. *Complying with social conventions*

Answering telephone calls, meeting callers, politely. Calling upon sick classmates, sending books, flowers, magazines, to hospitals; presenting teachers with gifts (flowers, fruit); sending flowers or sympathy cards to bereaved families; writing notes of appreciation. Refraining from applying cosmetics in classroom, observing ordinary good manners.

302. *Acting courteously toward others*

Apologizing for discourteous conduct toward teachers and other pupils. Behaving courteously on playground; greeting teacher upon entering classroom, greeting classmates in pleasant manner; keeping quiet while teacher is busy with other pupils; observing polite conventions in speech, saying "please" and "thank you"; showing courtesies to visitors to the school; taking turns at drinking fountain, refraining from boisterous behavior and throwing of water.

[1] The check-list shows each of the following pupil activities subordinated to the teaching activities by which they are directed.

303. *Respecting desires and welfare of others*

Co-operating with teachers, school officials, and other pupils, meeting group for group pictures; following playground rules, playing courteously, agreeably, with other pupils; playing fair, leaving other pupils' toys alone, sharing playground equipment with others; refraining from throwing things at pedestrians, passing vehicles; showing special consideration for weaker individuals (helping cripples in fire drills, refraining from bullying smaller and younger children).

304. *Meeting personal obligations as a member of the school*

Acting as executive in school affairs, doing things expected of every pupil in school (attending meetings, voting, maintaining traditions of school). Depositing money in school bank; meeting financial obligations, paying amounts due (fees for lockers, tuition; fines for library books damaged, lost, overdue; fines for breaking windows, marring desk), paying carfare for outside excursions and trips, paying for hot lunches, for milk served at recesses, for school insignia, armbands), school pictures, subscription to school publications; paying share in group purchases (supplies for garden project, for shop courses, for drawing paper, spelling books, and other instructional material). Supporting charitable organizations (Red Cross, Junior Red Cross), buying Christmas seals, buying tickets to benefit performances, contributing to charitable funds (for Near East Relief, poor and needy pupils Thanksgiving donations); supporting school affairs (buying tickets to school entertainments, picnics).

305. *Developing personal traits and habits*
Developing courteous attitudes, cultivating good table manners (waiting until everyone is served before eating, eating quietly). Cultivating habits of ethical conduct (developing spirit of fair play in activities, interest in others, kindness to animals, habits of honesty, independence, industry, punctuality, responsibility). Listening attentively in class, keeping quiet so that other pupils may hear. Developing habits of accuracy and application, enunciating clearly, keeping busy at worth-while work; reading when other tasks are finished, refraining from idling over written work.

306. *Showing appreciation to teacher*
Taking teacher gifts of candy, flowers, remembering teacher with Christmas gifts (handkerchiefs, personal gifts). Thanking teacher for assistance and encouragement.

307. *Acting courteously toward teachers*
Conforming to polite conventions, greeting teacher pleasantly in halls, in home room, saying goodnight to teacher and other pupils; taking place in class in an orderly manner; listening quietly to teacher; keeping quiet and orderly in study hall; refraining from contradiction; settling down promptly after an amusing incident.

308. *Conforming to school customs*
Acquiring knowledge of school customs, traditions, by observing behavior of older pupils, by studying school handbook; acquainting newcomers with school ideals, traditions. Conforming to school customs (in matters of dress, seating in assembly, use of buildings and grounds, wearing of insignia), attending annual school picnic,

learning school cheers and songs, presenting traditional annual gifts (gift of Senior class to school, gift of appreciation to glee-club sponsor).

309. *Attending to routine school activities*
Enrolling at beginning of term; giving name, address, and personal data for permanent record card; securing assignment of class numbers, laboratory lockers, places for wraps; seat in assembly; taking intelligence tests; taking part in assembly exercises, home-room exercises, in fire drills, setting-up drills.

310. *Moving about the building in an orderly fashion*
Entering and leaving rooms quietly, passing from room to room, to and from assembly, quietly; going quietly to drinking fountains, lavatories, other rooms; forming lines for dismissal, passing to lunch in a definite order, marching in line to street door; refraining from fighting, "rough house," scuffling in halls or basement.

311. *Engaging in opening exercises and special programs*
Participating in extra-classroom activities, in giving class plays before school, making announcements before school, participating in assembly programs (singing), in opening exercises (reciting poem), in special exercises (taking part in May Day program); participating in presentation of gifts (to school, teachers, sponsors, coaches); playing in orchestra for fire-drill exhibitions; taking part in flag ceremonies (flag salute, recitation of flag pledge); taking part in campaigns and contests (book week, essay contest, good-manners campaign, fire prevention week, health contest); working for badges, prizes (scout badge, health badge, school prizes).

312. *Conferring with teachers*
Conferring with teachers about courses; conferring with visiting teachers.

313. *Conferring with teacher concerning work*
Seeking help from teacher voluntarily, conferring with teachers concerning school affairs (borrowing or purchase of books and supplies, care of school garden plots); getting teacher to diagnose difficulties and help solve them (difficult or unsatisfactory work, grades received, classroom discourtesies, use of slang, voice control).

314. *Filling out blanks and forms*
Filling out blanks (daily program forms, excuse slips, information blanks, library slips, study cards).

315. *Visiting laboratories, libraries, lavatories, and other rooms*
Leaving classroom to visit points on school premises: drinking fountains, other buildings, other rooms (assembly halls, dressing and shower rooms, laboratories, lavatories, libraries, principal's office, teacher's room).

316. *Engaging in recess and lunch-hour activities*
Bringing lunch to school, eating lunch quietly; looking after younger pupils who bring lunch; assisting in serving foods; helping supervise lunch line; saying grace before meals; washing, drying, putting away dishes. Drinking milk at recess period. Getting wraps from cloakroom without disturbance.

317. *Making up work out of school hours*
Remaining to prepare for college entrance board examinations. Coming early to get help on school work for the day; remaining in at recess to complete work assigned; remaining after school to make up work missed through absence, failure, misconduct, tardiness.

318. *Making excursions to points of interest*
Attending the county, state, fairs; taking botany trips, visiting botanical gardens; visiting other

points of interest (agricultural demonstration stations, dairies, factories, parks, public libraries, museums, state capital, state industrial school).

319. *Refraining from disorderly and immoral conduct*
Disorderly and immoral conduct includes abusing equipment, bluffing, bullying, cheating, cowardice, clownishness, discourteousness, forming vicious habits (smoking, using drugs), gossiping, grouching, laziness, lying, making fun of other pupils, quarreling, showing off, silliness, stealing, sulking, swearing, tardiness, truancy, trespassing, using dirty language, writing indecent inscriptions.

320. *Refraining from interfering with other pupils' work*
Claiming no more than share of teacher's time; keeping quiet while another pupil is obtaining help from teacher, while teacher is telling stories; keeping reasonably quiet in study hall before classes, letting other pupils alone, refraining from attracting attention of pupils who wish to study; refraining from attracting attention (by displaying cartoons, photographs, proofs, and other personal effects), while class work is in progress; refraining from making a nuisance; sharing erasers while class is doing board work.

321. *Conforming to classroom regulations*
Being on time at all appointments; conforming to classroom rules laid down by teacher or group, asking teacher to change seat in order to make observance of rules easier; refraining from chorus answers to questions, from disorder during class periods, from interrupting speaker, from snapping fingers.

322. *Exercising initiative in useful ways*
Bringing appropriate articles, cartoons, for bulletin board. Choosing own subjects (with approval of

teacher) for essays, projects. Devising, suggesting, original ways of raising money for school projects, original stunts for school entertainments; finding new and better methods of adding interest to club work, of attacking school work, of doing leisure reading, of performing routine duties assigned, of planning time, of securing teachers' good will, of suggesting appropriate topics for class discussion. Illustrating current school work by original drawings.

323. *Taking part in routine class activities*
Answering to roll call; bringing textbooks and other supplies to class; distributing, collecting, mending, caring for supplies (books, crayons, erasers, paper, paints, pencils, sheets, water); entering and leaving classroom; presenting absence excuses to classroom teacher; reporting marks on paper to teacher for recording; securing reference books, working materials, using library facilities.

324. *Attending to classwork*
Keeping briefs, notebooks, scrapbooks, tests; memorizing, outlining, reading, summarizing material; performing classroom exercises; planting and caring for assigned space in school garden plot, doing manual labor on school plot. Telling other pupils of own experience; writing compositions.

325. *Responding to teacher's directions and suggestions*
Following teacher's directions and instructions (changing seat, keeping quiet, leaving room, remaining after school, reporting to principal upon teacher's order, taking seat assigned by teacher); meeting penalties assigned by teacher; reporting for make-up work at place and time appointed; following teacher's instructions in enunciation,

learning processes, study. Following teacher's suggestions for improving appearance and equipment of school (bringing bulbs, plants for school, bringing story books for room library, posting bulletin board). Consulting teacher, asking advice about gifts (appropriate gifts for other teachers, class gifts, school gifts), about selection of books for purchase, about writing notes of sympathy and regard, concerning problems of personal conduct, concerning misconduct in class. Requesting exemption from exercises, permission to leave grounds during lunch hour; requesting teacher to direct one to proper classroom.

326. *Rendering services to teachers*

Acting as monitor; answering telephone calls; cleaning, washing, dishes and utensils; collecting and distributing materials (crayons, erasers, pencils, pens, ink, paints, paper, water), passing, collecting, songbooks in assembly; going on errands, helping in office, maintaining bulletin board; taking home circulars, notices, to parents; tutoring; watching thermometer. Assisting teacher in various ways, e.g., arranging furniture, cleaning blackboards, distributing supplies, getting books from library; taking messages to other teachers; helping teacher with clerical duties; helping teacher maintain class morale. Persuading other pupils to co-operate with teacher.

327. *Conferring with other pupils*

Planning special programs, projects; selecting class gift for school, for sponsor; serving as monitors, as members of pupil committees; studying with other pupils, comparing work, showing other pupils mistakes in their work.

328. *Forming proper health habits*
Caring for eyes, teeth; avoiding facing light when reading; wearing glasses when necessary; brushing, caring for teeth, keeping dental appointments. Dressing properly, dressing comfortably and suitably, wearing loose, warm clothing in winter, wearing overcoat when playing outside in winter, using rubbers, umbrella, in rain or storm. Exercising adequately and regularly (practicing calisthenics, deep breathing, marching, skipping); keeping windows open while exercising; resting, taking shower bath, after vigorous exercise. Taking proper nourishment; abstaining from coffee, tea; eating adequate breakfast, eating crackers and drinking milk at recesses if undernourished, eating hot school lunches, eating wholesome food rather than candy, pastry, at all times; drinking plenty of water; masticating food thoroughly. Taking general care of health; controlling nervousness, refraining from biting finger nails, keeping out of drafts, keeping feet dry, drying them when wet; standing, sitting, walking erect; washing and bathing regularly, washing hands before meals; weighing and measuring at regular intervals.

329. *Avoiding accidents*
Following safety-first rules with playground equipment (baseballs, bats, blocks, see-saws, swings); handling school equipment (machines, tools) carefully. Getting on and off busses carefully; taking precautions against fires.

330. *Safeguarding against contagious diseases*
Being vaccinated; keeping away from sick people; observing state health laws; reporting cases of contagious diseases to school authorities; reporting to doctor, nurse, when ill; staying out of

school when ill with contagious disease. Using handkerchief for coughing, sneezing; using individual drinking cup, towel.

331. *Correcting physical defects*
Reporting to doctor, nurse, dentist, for correction of physical defects (bad posture, ear trouble, eye strain, stammering and other speech defects); taking general physical examination, having ears, eyes, nose, throat examined; taking medicines.

332. *Wearing suitable and sanitary clothing*

333. *Eating proper food*

334. *Attending to personal proprieties*
Observing ordinary proprieties as to cleanliness and good manners, bathing, washing hands and face, brushing teeth, bathing after vigorous exercise; keeping tidy appearance, keeping hair clean and neatly arranged, wearing clean clothing, carrying clean handkerchief; eating courteously and quietly; using handkerchief in case of cold.

335. *Selecting, adjusting, and caring for personal property*
Keeping clothing clean and in order; cleaning, washing, mending clothing, shoes, removing ink from clothing; hanging wet clothing where it will dry; hanging up, putting away, wraps in cloakroom or locker; keeping individual locker clean, orderly; keeping belongings in proper places; locating mislaid articles; marking belongings (overshoes) to avoid confusion. Depositing money in thrift machine. Taking care of animals (dogs, horses).

336. *Caring for other pupils' belongings*
Caring for borrowed articles (balls, books, coats, gloves, pencil boxes); helping other pupils find lost articles; returning articles found to owners.

337. *Caring for school property*

Avoiding losses and waste of school equipment and supplies; making careful use of supplies (crayon, paste), using library books carefully. Beautifying and improving school property, decorating walls with handwork, painting walls, woodwork, making screens for windows, making window-boxes, planting and caring for flowers; planting and tending shrubs, trees, vines, on school grounds. Inspecting buildings and grounds regularly for disorder, fire hazards, unsanitary conditions. Keeping school property clean, orderly, and in good condition, cleaning buildings and grounds, disposing of garbage, putting refuse (paper cups, lunch sacks) in waste baskets; cleaning (dusting, sweeping, scrubbing) laboratories, lavatories, locker rooms; cleaning equipment (dusting erasers, erasing blackboards, washing dishes, inkwells, flower vases, keeping desks and tables clean and orderly); keeping furniture and walls clean and in good condition; keeping equipment and rooms in order, picking up chalk, erasers, putting away materials (blocks, books, crayon, dishes, scissors), putting lockers in order.

338. *Giving instruction to pupils*

Conducting safety-first campaigns in school, teaching fire prevention, traffic rules, carefulness on streets; teaching pupils to cross streets cautiously, to cross at protected places where there are safety devices, to obey traffic rules in crossing. Instructing pupils in matters of appearance and health, giving talks on personal appearance, on appearance of class; teaching pupils to maintain correct posture; teaching pupils to use handkerchiefs, to bring clean handkerchiefs; supervising buying and selection of

lunches, seeing that food instead of candy is purchased; teaching pupils to eat properly. Giving instruction in courtesy and good manners, teaching pupils to apologize, to express thanks, to modulate voice; training pupils to enter and leave rooms, cloakroom, quietly, to pass from room to room, through halls, to and from assemblies in quiet and orderly manner; teaching pupils to obtain permission to leave seats. Instructing pupils in use and care of building and equipment (e.g., moving-picture machine), telling where supplies are kept, instructing in careful use of supplies and equipment; supervising pupils in keeping classroom materials and supplies in order, instructing in proper disposition of materials (blocks, books, chalk, erasers, paper towels, pencils); teaching pupils how to use and care for books, how to open books, how to put on and remove covers, mend torn books, keep books clean; not to mark or mutilate, put paper in books. Instructing in use of library facilities, methods of classification, loan desk, stacks; showing pupils how to find magazines (bound and current copies), how to use call slips, card indexes, catalogues. Instructing and assisting pupils in their work and activities, directing pupils in mechanical preparation of work, helping pupils make briefs, keep notebooks, scrapbooks; assisting pupils in essay contests, in garden projects; directing and instructing pupils for special contests and activities. Teaching pupils to assume responsibility (for care of classroom plants, pet animals, school equipment and grounds). Giving instruction in other matters (in citizenship, ethical conduct, thrift, use of leisure time, value of school work). Giving instruction by example, "practicing what you

preach," to pupils, being model for them in deportment, dress, ideals, personality; developing desirable traits, health habits, by example.

377. *Enforcing instructions to pupils*

Controlling pupils' conduct in school building, controlling conversation in classroom, preventing unnecessary whispering, keeping order during enrolment, classification, individual instruction, while teacher is busy with other pupils; maintaining order among pupils while marching through halls. Maintaining order includes maintaining discipline, policing, securing and maintaining quiet, seeing that pupils keep step. Policing, supervising conduct in auditorium, basement, lavatories, supervising individual pupils going to drinking fountains, lavatories. Supervising pupils in school yard and building during recess periods, at noon, during the intermissions, before and after school, controlling bullies, seeing that pupils are orderly, that rules are obeyed, that passers-by are not molested by pupils, seeing that pupils are quiet when silence bell rings; enforcing regulations regarding leaving school grounds at noon, at other times during day; locating pupils who fail to go directly home after school. Controlling conduct of pupils on way to and from school (on bus, street car), preventing trouble, preventing pupils' trespassing on private property, stealing rides (on automobiles, street cars), smoking (within two blocks of school). Supervising carrying of books and personal belongings to and from school, seeing that pupils do not leave books, personal belongings, at home, in school; sending pupils home for forgotten books. Determining proper methods of control, most effective methods of establishing and maintaining discipline. Methods described are: Controlling

by love, not fear; controlling without obvious domination, with sufficient leniency and severity, without "stiffness," without "iron hand"; solving own disciplinary problems; preventing loss of temper and vain threats; changing seats of unruly pupils; insisting on courtesy to teachers and fellow-pupils.

416. *Inspecting and evaluating pupils' behavior*
Inspecting showers, toilets, baths, seeing that they are kept clean and free from writing; supervising pupils in care of building furniture and equipment; seeing that desks and other furniture are not marred, disfigured; supervising pupils in cleaning, ordering, and care of class and workrooms, shops laboratories; seeing that floors are kept clean; supervising pupils in sweeping, dusting, scrubbing; calling time for cleaning up before end of period; supervising pupils in cleaning and arranging of desks and tables. Deciding when to punish; deciding when to correct pupils, to attend to matters of discipline, to ignore bad actions, minor offenses. Conducting routine health inspection. Conducting includes bringing groups together for inspection, making, having pupils make, inspection; watching for, recognizing, signs, symptoms of illness, disease, sore throats; making goiter survey; taking temperatures; inspecting for contagious diseases; watching for, taking temperatures for, indications of contagious diseases (e.g., skin eruptions); inspecting pupils' cleanliness, seeing that pupils have weekly baths, seeing that pupils' bodies, clothes, hair, teeth, are kept clean.

455. *Giving examinations and tests*
Examining pupils, giving general physical examination; assisting in examining pupils for abnormal conditions, adenoids, fitness for athletic teams,

physical defects; examining eyes, ears, noses, throats; testing sensory acuity; testing eyesight, hearing; detecting eye, ear, defects; making physical measurements of pupils; weighing pupils; examining pupils for vaccination scars; giving intelligence tests, giving intelligence tests to report section; officiating in examinations. Officiating includes conducting, proctoring. Examinations noted include county, township, superintendents' tests for trophies, tests in subject matter.

460. *Opening school session*
Admitting pupils to classroom; opening door, receiving pupils, classes; assembling pupils; calling school to order; meeting and greeting pupils, home-room pupils.

461. *Excusing pupils*
Excusing pupils from school work (assembly, class exercises, "gym," special exercises, study hall) for special reasons (because of illness, because of other activities, errands, visits to lavatories, libraries, other rooms).

462. *Dismissing pupils*
Dismissing pupils from seats (individually or by classes), quietly, on time, for routine and special reasons (to get wraps, to go to playground, to go home, to leave early because they live at a distance, to go to communion); seeing that all pupils have left after dismissal.

463. *Detaining pupils*
Asking pupils to stay after school, for discipline, for further instruction, to get help back on work.

464. *Sending pupils on errands*
Sending pupils on errands (with or without notes); sending pupils to office or other teachers, to confer, to get assistance, to recite, to study.

465. *Acting as custodian of pupils' belongings*
Caring for pupils' property; conducting lost and found department for pupils. Conducting includes hunting for, helping to find, articles, auctioning off unclaimed articles. Lost and found articles include books, caps, garments, lunches, rubbers.

466. *Collecting materials from pupils*
Directing bringing of materials from pupils' homes, having pupils bring necessary materials (bulbs, plants, minerals, rocks, magazines, newspapers, tin foil). Collecting money from pupils for tuition, fines, supplies, charities: collecting tuition from pupils (day pupils, outside pupils, nonresident pupils), money for food (crackers, milk, hot lunches) furnished to pupils, locker fees, fines (for damaged and lost books, broken windows, marred desks), carfare for trips and excursions; collecting money for instructional materials (drawing, spelling, papers, supplies for projects, shop courses, for subscription to "current events" journals; collecting money for charities and social agencies (anti-tuberculosis society, Near East Relief Fund, Red Cross, Salvation Army); collecting for holiday food gifts to poor, for flowers and other gifts to ill or needy pupils; collecting money for school entertainments, plays, athletic events; supervising collection and sale of articles (armbands, badges, bulbs, candy, pictures of school); supervising sales of tickets (for amusements, entertainments, historical pictures, lyceum).

467. *Inducting new pupils*
Admitting, adjusting, newly transferred pupils; adapting new pupils to school, explaining school regulations, helping pupils to find teachers, rooms,

introducing new pupils; appointing, instructing, older pupils to be friendly with new pupils, to ask them to join in games, to instruct them in school traditions, to take them to library, museum; adjusting, bringing up to standard, late entrants, transients.

468. *Controlling tardiness and absence*

Dealing with, reducing, tardiness and absences; reducing absences of pupils over compulsory age; teaching pupils to be on time.

469. *Making announcements*

Making official announcements; reading special announcements, instructions to pupils, making daily unofficial classroom announcements, making announcements for day as part of opening exercises, to all classes, to home-room pupils, to recitation groups; reminding pupils of notices from office; reading, explaining, bulletin board notices; calling attention to pictures on bulletin-board, to lectures (e.g., at museums), to Saturday afternoon concerts.

470. *Giving educational guidance*

Advising pupils about courses, changes in courses, enrolment, electives; helping pupils to plan, fill out, program; to summarize credits, to list shortages in required subjects, to meet graduation requirements, to prepare irregular schedules.

471. *Using pupil assistants*

Appointing school monitors; appointing pupils to various other positions (captains, collectors for paper, group leaders, health inspectors, members of flag squad, monitors for board erasers, safety officers for playground). Supervising monitors; assigning duties to monitors, to class officers; supervising pupil "housekeepers," "janitors."

Duties noted: taking care of windows, shades, thermometers; assisting in office; making graphs of attendance; collecting records of former pupils; acting as tutors, public stenographers.

472. *Determining upon desirable traits, activities, and regulations for pupils*

Making rules for classroom, using good judgment in making rules, considering when and how definite to make rules; solving disciplinary problems through interesting materials and presentations; using school banking to teach thrift; inaugurating pupil organizations in the classroom; encouraging pupils to subscribe to school publications.

476. *Establishing effective relations with pupils*

Establishing effective personal relations with pupils: learning names of pupils quickly, using devices for learning pupils' names and faces easily; keeping interested and in sympathy with youth regardless of own advancing age; expressing interest in pupils' social affairs, home life; expressing friendliness and interest in individual pupils, e.g., looking up birthdays on calendar, sending messages and gifts to sick pupils, welcoming back sick pupils, making them feel they have been missed; greeting pupils pleasantly, saying "good night," "good morning," in classrooms, halls, and wherever pupils are encountered; coming to school early to greet and welcome pupils; helping pupils with personal problems, with selection of gifts (class gifts, gifts to families, friends, other teachers), with correspondence (notes of condolence, of thanks); expressing friendliness in gifts, treats, to pupils (holiday gifts, valentines, candy, school treats, parties); accepting flowers, gifts, from pupils;

sympathizing with pupils. Sympathizing includes comforting, sitting with, pupils in trouble, laughing at and with pupils when amusing incidents occur, caring for pupils who get hurt, sick, in school; treating tactfully pupils who are backward, slow; treating all pupils equally, irrespective of social standing, avoiding discrimination and favoritism. Establishing effective professional relations with pupils; establishing authority, taking command of pupils at beginning, securing proper discipline in classes at first meeting; supervising pupils' manners in classroom and on school premises; discouraging contradictions, interruptions; solving own disciplinary problems; being friendly, confidential, with pupils without loss of dignity and reserve, preventing undue familiarity or liberties on part of pupils; securing pupils' confidence in teacher's ability, winning appreciation and respect for teacher's work; securing pupil-teacher co-operation, getting pupils to support, work with, teacher; encouraging pupils by commending, praising, their efforts; treating pupils fairly, without discrimination in marking, avoiding favoritism; adjusting difficulties with pupils, between pupils and other teachers, when pupil knows or thinks mistakenly that teacher dislikes, has grudge against pupil; helping other teachers in difficulties with pupils, helping overcome disciplinary handicaps of young teacher with pupils of same age; controlling, preventing, "tryouts" of new teachers by pupils, forestalling remarks intended as "tryouts."

479. *Providing facilities and materials*

Providing for health of pupils, distributing medicine; giving out swimming cards (for Y.M.C.A. tank); supplying pupils with materials for per-

sonal sanitary use (clean cloths, hot water, soap, tooth brushes, tooth paste); supplying umbrellas in case of storm; purchasing clothing (dresses, shoes) for pupils. Supplying materials to indigent pupils, supplying things pupils cannot afford to buy; providing good books for pupils to read; loaning books from personal library to pupils. Providing food for pupils, distributing lunch money to pupils; supervising school cafeteria, lunchroom, for cleanliness; preparing, serving, hot soup, lunches, to pupils; seeing that pupils drink plenty of milk, water; assigning pupils to get, serve, milk; supervising sale of food (cocoa, hot lunches) to pupils. Assigning places to pupils (classrooms, clothing, and laboratory lockers, places for lunches, maps, places at board, seats, space) alphabetically or according to individual requirements (ability, defects in hearing, sight, voice); assigning, labeling equipment (e.g., books) for individual pupils; assigning meeting places for classes, arranging meeting places for classes not on the schedule; maintaining bulletin board, appointing pupil committees to maintain bulletin board, keeping bulletin board posted. Supervising pupils in distributing school materials and supplies (car tickets, crayolas, book covers, handbooks, ink, jars, pads, paints, paper, pencils, pens, pins, plant materials, rulers, scissors, seat-work materials, water); supervising pupils in distributing and collecting reading material (bank-, song-, textbooks, library books, magazines, special literature, supplementary books); checking up on books read by pupils; supervising pupils in distributing their own work. Distributing includes exchanging, returning, work. Pupils' work includes examination papers (graded), notebooks.

480. *Applying preventive measures*

Guarding against pupils sitting in a draft; advising pupils about matters of health and hygiene (diet, exercise, drinking milk, going to dental clinics, wearing glasses); advising pupils against biting nails, drinking coffee and tea, eating cheap candy, visiting sick persons; recommending that pupils join fresh-air, nutrition, groups. Supervising pupils in safe use of apparatus, machinery, tools; teaching pupils to use tools and equipment; supervising care of desks, instruments, tools; preventing damage and losses of equipment; directing careful use, preventing waste, of supplies; superintending preparation of materials. Supervising pupils who bring lunches, distributing lunch baskets and pails; preventing noises, disturbances, distractions, interruptions, to learning, thinking, processes.

481. *Investigating difficulties*

Securing order by ascertaining causes of disorder, collecting objective evidence. Securing order includes checking, controlling, eliminating disturbing factors. Specific disturbances noted include: scuffling, wrestling, between pupils during recesses, rough-house after dismissal, laughter during school sessions following ridiculous incident, absurd answers, remarks, mispronounced names; outside disturbances; visitors (e.g., visit of school authorities). Apprehending offenders. Apprehending includes: detecting, examining, cross-questioning, searching in "gym," holding court, getting confessions. Offenders noted are abusers of school equipment, inscribers of indecent inscriptions, scandalmongers, truants. Holding conferences with offenders, giving appointment slip for conference; talking, conferring, with unruly guilty pupils to ascertain

pupils' point of view on problem concerned (boy who is afraid to soil his hands in shop; boy with different home environment).

482. *Applying specific remedies*

Attending to physical defects of pupils, correcting (physical) defects of eye, ear, posture; rendering first aid; caring for, comforting, nursing. Applying health measures: dealing with undernourished, providing undernourished with food (crackers, malted milk, meals); sending pupils home for warm meals; directing pupils in care of wet feet (e.g., having pupil move up to heater to dry feet); supervising, watching, postures of pupils; watching for, relieving, fatigue, giving rest periods, having music, telling stories, to break routine; quieting excited nervous pupils, overcoming nervous excitement after vacations, before exciting events. Attending to personal appearance of pupils: sending pupils from classroom to complete toilets, sending pupils home to wash faces, hands, to make appearance tidy, to take bath. Attending to speech defects of pupils: correcting speech defects (stammering, harsh and unpleasant voices); directing pupils in form of expression, in method of speaking (quality of voice and enunciation); teaching pupils to enunciate clearly, speak plainly, to avoid slovenly articulation, unnecessary diphthongs, mouthings, mumbling, nazaling words, colloquial inflections, keeping jaws too close together. Supervising pupils' use of own belongings, settling quarrels over ownership of books, erasers, pencils.

486. *Adapting teacher's procedures to physical conditions of classroom and equipment*

Adapting work to lack of equipment, adapting work to lack of good textbooks, materials, space,

supplies; planning work to fit library, laboratory, facilities used by two teachers; controlling, managing, large, too large, overcrowded, classes.

487. *Adapting teacher's procedures to individual differences*

Adapting courses and procedures to divergent conditions: managing classes not uniformly graded; adapting to physical and mental conditions, to individual differences (differences in ability, achievement, age, home environment, intelligence, moods, needs, temperament); adapting to individual deficiencies (language deficiencies, sensory and motor defects); adapting teaching procedures to non-English-speaking pupils, getting them to speak correctly, distinctly; encouraging shy and timid pupils to gain self-confidence, helping them to make friends, to ask questions, enter into discussions, make reports; providing special assignments, individual work, to keep bright pupils interested; encouraging free expression in classes without loss to bright pupils, without having extra attention and drill for pupils regarded as punishment; giving special attention to retarded pupils, encouraging them by requiring less work, stimulating their best efforts by making work interesting, providing special work (construction problems, individual work, seat work), seeing that they take books home for study. Arousing, keeping, interest of dull, slow, sleepy, stupid pupils; being patient with pupils who fail to grasp discussions, explanations, points; being considerate of, giving fair share of attention to, mentally defective pupils, giving remedial treatment, special assignments, special tasks (e.g., errands); adopting procedures to change attitudes, redirect energies, of other special types of pupils (self-con-

scious pupils who worry about their appearance, blasé pupils who advertise their lack of school spirit, conceited and lazy pupils who refuse to do home work, who have "spirit of all-sufficient wisdom," indifferent, irresponsible, bright-but-failing pupils, class clowns, humorists, "smart alecks," "boy-crazy" girls, girls devoted to trivialities).

488. *Performing manual services*
Assisting pupils in adjusting clothing, helping pupils to put on, take off, rubbers, wraps; tying shoestrings, ribbons, sashes, scarfs; cleaning, repairing, pupils' clothing, washing, mending waists, mending suspenders, sewing on buttons, removing nails from shoes; providing distinguishing tags (labeled clothes pins for rubbers, overshoes).

489. *Conducting special exercises*
Telling stories (e.g., Bible stories) to pupils for opening exercises, on holidays, reading at opening exercises; conducting singing in assembly; conducting orchestra for marching; playing musical instruments; conducting devotional exercises, making devotional exercises interesting; conducting patriotic exercises, flag salute, flag raising, teaching American creed; supervising pupils' recitation of poems and quotations at opening exercises.

490. *Conducting study exercises*
Supervising home room. Supervising includes maintaining discipline, good study conditions; making announcements; giving advice; giving out class programs. Home room includes report room and division room. Maintaining, supervising, detention room, study periods, study halls, for failing pupils; supervising one group while

another studies, goes to board; directing pupils in getting help, directing less able pupils to come for help in tests; maintaining, securing, quiet in study hall, during study periods for seat work, while teaching another class; preventing idling over written exercises; knowing what each pupil is doing; assisting study coach.

491. *Conducting other pupil activities*

Conducting includes conducting physical exercises; providing teaching, drilling. Physical exercises reported are calisthenics, setting-up exercises, rhythmic activities, breathing, skipping, marching. Conducting school library; conducting lunchroom activities, supervising cleaning and placing of dishes, having pupils clear away, wash, dry, cover, dishes. Conducting pupils about halls and building. Conducting means forming in line, having line straight on time, marking time for marching, passing into and out of building, to and from classes, out at recess, conducting pupils to various points in school building (to auditorium assembly, basement, chapel, library, milk station, playground, principal's office, showers, special classes); supervising fire drills; directing, expediting fire, emergency drills; supervising pupils' movements in hall; doing hall duty; preventing violation of traffic rules; supervising pupils getting on or off school bus; doing "bus duty"; conducting special health contests and projects, awarding health badges; checking on breakfasts; supervising health classes.

497. *Rewarding and penalizing*

Applying proper incentives to pupils: rewarding good work, giving awards (certificates, gilt stars, letters, pins, slips, stamps, stickers), praising, publishing honor rolls, forming scholarship clubs.

Applying penalties for violations of school rules, punishing for leaving seat without permission, for abuse of school equipment (e.g., chairs, desks), for failure to return books, for changing report cards, for presenting athletic tickets of other pupils, for ticket scalping, for cribbing, for duplicate papers, for interfering with report-room activities, for disorderly conduct on playground and school premises (bullying, disturbing classes, dice-throwing, fighting, gambling, leaving grounds, smoking, stone-throwing, using slang, obscene and profane language). Disciplining for violations of social conventions, for disorderly and anti-social conduct in school, punishing impudence and insolence, disciplining pupils who parody teacher, who "take off" other pupils, who laugh at others' peculiarities, discouraging tale-bearing pupils, disciplining pupils for inattention (for reading or preparing another subject during discussion or recitation), punishing for dishonesty (lying, stealing), disciplining pupils for vicious habits, dealing with pupils who make suggestive references in class or on papers, dealing with pupils who antagonize teachers, disciplining actively disorderly class, disciplining bright-lazy pupils, disciplining pupils for insubordination, rebellion, controlling class "walk-outs," handling generally insubordinate pupils who wish to leave school. Methods noted for dealing with foregoing offenses are: devising new and unusual forms of punishment; assigning extra work to unruly pupils; keeping pupils after school for disciplinary purposes; having pupils apologize for misconduct; withholding report cards from pupils who fail to return books; distributing demerits for offenses; disciplining tardy and truant pupils by assigning to tenth period;

picking out and disciplining chronic trouble-makers; administering corporal punishment, whipping; having another teacher act as witness to punishment; accomplishing object by appealing to, begging, cajoling, rebuking, reproving, threatening pupils, using irony, sarcasm; using force of social approval in group whenever possible (withdrawing praise, taking away privileges, changing seats of unruly pupils), excluding, sending, pupils from room, from school; suspending pupils from school; punishing by transferring to another school; having punishment certain rather than severe, refraining from bluffing pupils; dealing firmly, gently, and wisely with offenders, showing no ill-temper; using proper, rational, methods of discipline; handling own disciplinary problems, sending pupils to principal only as last resort; forestalling disciplinary troubles by keeping classes under control, enforcing rules at all times.

502. *Exhibiting effective teaching traits*

Attending to personal appearance, seeing that personal appearance is neat, pleasing; being suitably and becomingly dressed; controlling voice, using voice to get attention, suiting voice to size of classroom; speaking distinctly at proper rate of speed; adapting own attitude to that of class, adapting self to class atmosphere, class classroom conditions, school situation, to difficulties of beginning of term; maintaining a business-like and professional attitude.

503. *Scheduling activities*

Arranging time schedules covering time for assignments, for entering schoolroom, for games, for keeping shop in order, for library days, for making necessary repairs, for office hours, for seat work, for unusually slow class.

504. *Grouping pupils*

Planning grouping of pupils; combining classes to save time; grouping pupils of classes of more than forty-five. Making homogeneous groupings: grouping by subjects, grouping on basis of use to be made of course, grouping pupils on basis of abilities, capacities, intelligence, marks, mental age. Grouping for special purposes: grouping for committee work and conference; assigning pupils to small groups for mutual aid, study, conferences, special problems, special types of difficulties; sectioning classes for class procedures (board work, promotions); grouping pupils to create industrious or competitive spirit; grouping to provide opportunity to individual pupils; grouping to facilitate promoting, demoting, retarding pupils, flunking athletes.

505. *Providing worth-while occupations*

Supervising, providing occupation for, pupils who come to school early, on truck, train, in bad weather; establishing, supervising, tardy room; keeping pupils in large classes busy, keeping all pupils busy at worth-while work.

506. *Protecting school community*

Sending, taking, sick pupils home; sending pupils to clinics, dentist, doctor, nurse; excluding pupils not vaccinated; suspending pupils having contagious diseases; sending home suspicious cases; enforcing quarantine regulations; observing state health laws.

DIVISION III

TEACHERS' ACTIVITIES INVOLVING SUPERVISION OF PUPILS' EXTRA-CLASSROOM ACTIVITIES (EXCLUSIVE OF ACTIVITIES INVOLVED IN SCHOOL AND CLASS MANAGEMENT)

507. **A. Activities involving informal contacts with pupils:**

508. *Establishing cordial relations with pupils*

Assisting, expressing sympathy, at times of illness or death in pupils' families; aiding pupils to interest parents in school affairs, to see connection between home activities and school work; encouraging pupils incidentally in the community (at athletic events, business places, celebrations, church functions, community meetings and social affairs, concerts, funerals, lectures, picnics, random meetings on the street); greeting pupils when they return to school after illness, making them feel they have been missed; keeping in touch with pupils during vacations by directing summer reading, investigating summer-home activities, sending circular news-letters, writing personal letters; performing parental functions for pupils, accompanying pupils to hospital for treatment, advising regarding wearing apparel, arranging transportation (buying ticket, selecting route) of out-of-town pupils to homes, caring for pupils during temporary absence of parents, looking after, living in same house with pupils living away from home during school year, nursing sick orphans; praising pupils' achievements, mentioning good work (on assembly programs, in athletics, forensics) to parents and others; sending, taking, gifts (books, flowers, food, games) to sick pupils, taking other pupils to call on those who are ill. Showing interest in pupils' personal affairs: advising in personal matters,

assisting in questions of customs and morals, gaining pupils' confidences and getting their personal histories, inquiring about family friends, watching games. Taking advantage of opportunities for extra-classroom contacts with pupils, attending pupils' social affairs (e.g., birthday parties); conversing with pupils outside of school, discussing current news, reading and recreation, school affairs; entertaining pupils in own home (having pupils in for meals, entertaining pupils during holidays and vacations, holding social affairs, visiting evenings, for pupils); making purchases (e.g., buying papers) from pupils; recognizing and greeting pupils whenever met outside of school; taking pupils for rides, riding or walking to school with pupils; visiting homes of pupils for meals, for social calls, to express condolences or congratulations, to inquire after absentees; visiting homes of socially outcast to please pupils; visiting pupils in hospitals, institutions, or rooming-places.

509. *Obtaining information about pupils*

Conferring, conversing, with pupils out of school to get ideas for the curriculum to get reactions to school work, to locate sources of dissatisfaction; conferring, conversing with needy pupils to determine exact needs, to learn whether they will accept aid (e.g., clothing); discovering (by conversation, observation) pupils' backgrounds, histories, present abilities and weaknesses. Gaining information about home life of pupils, by doing social case work, by inspecting homes during epidemics, by visiting homes (especially those of foreign-born parents, of parents of questionable morals) for the following purposes: to investigate home-study procedures, amount and kind of home work; to observe health conditions (qual-

ity and regularity of meals, sanitation); to observe nature of home activities (care of gardens, and pets, home reading, home responsibilities) and use of leisure; to observe relations of pupils with other members of family. Observing and studying pupils' aptitudes and interests to determine aptitude for further study along certain lines, to discover qualities in individual pupils which can be utilized in making classwork more appealing to them; observing and studying pupils' dispositions, habits, temperaments at play and in out-of-class relations with fellow-pupils and teachers keeping in touch with former pupils.

510. *Assisting individual pupils*

Advising, helping, pupils in personal matters: advising regarding appearance, conduct, evils of smoking and dissipation, personal and sex hygiene; discussing failures, ideals, meaning and philosophy of life, personal ambitions, likes and dislikes, personal difficulties and problems; giving advice and information regarding investment of money; helping to understand parental viewpoint; prescribing medical remedies (e.g., for itch, pediculosis); writing rhymes for Christmas and Valentine cards, writing letters. Advising, helping, pupils in social relations, encouraging and helping pupils to make social contacts; giving pupils free tickets to community entertainments; helping new pupils to become acquainted, introducing them to other pupils and to members of community; helping write courteous acceptances and regrets; planning home social affairs. Assisting pupils in extra-classroom activities: helping pupils prepare school songs, yells; interviewing candidates for membership in school honor society; mediating, acting as buffer between pu-

pils and another teacher. Encouraging and helping pupils to continue in school, acquainting parents and pupils with compulsory attendance laws; assisting pupils to stay in school against parents' wishes; conferring regarding future plans at least a year before compulsory age limit is reached; encouraging pupils with high I.Q. to stay in school, convincing them that they are not wasting time and money, impressing upon them the value of a high-school education; finding scholarships for worthy students. Encouraging and helping pupils to get further (higher) schooling: advising regarding choice of colleges, special schools, summer schools; advising and informing regarding courses, entrance requirements, expenses; helping convince parents of value of additional schooling; offering financial assistance. Guiding and advising pupils regarding employment agencies and bureaus; helping pupils to write letters of application for positions; writing letters recommending pupils to prospective employers; helping to place dropouts advantageously. Helping needy pupils: finding means of increasing economic independence of pupils' families; finding Saturday and vacation employment for pupils needing clothing and other equipment; giving personal aid (taking clothing to homes, lending money to pupils); reporting indigent pupils to charitable clubs and societies; telling parents and pupils about charitable institutions, church clubs, clinics, from which they may receive aid.

511. *Participating in activities with pupils*

Participating with pupils in community recreational activities: accompanying pupils to places of amusement and recreation (circus, concerts, dances, movies, radio lectures, theaters); acting

as director, leader, promoter, of community young peoples' organizations (Big Brother, Big Sister, Boy Scout, Girl Scout, Y.M.C.A. and Y.W.C.A. organizations), aiding clubs and organizations to secure funds; assisting pupils in community campaigns (beautification and clean-up campaigns, bond-issue drives, welfare drives, surveys); assisting in and attending entertainments and events given by pupils (celebrations, parades, Christmas-carol singing, Christmas programs, Saturday afternoon "shows"); assisting and participating in pupils out-of-door activities (fishing, hunting, golf, tennis, summer and week-end camps), coaching and officiating in community sports in which pupils engage, conducting, supervising, games at parent-pupil picnics; assisting in community charitable and welfare activities (aiding needy families at holiday times, aiding minors who are mistreated or neglected by parents, helping to prosecute persons guilty of attacks on children); assisting in community and civic enterprises, assisting in public library (conducting Saturday afternoon story hour, helping pupils to use library), building bird houses for city park, organizing and supervising community playgrounds. Participating with pupils in community religious activities: accompanying, taking, pupils to church funeral services, to regular church services to Sunday school; acting as director of church entertainment programs (cantatas, pageants); acting as leader, teacher, supervisor, of church organizations (choir, confirmation class, Sunday school, young peoples' societies, weekday vacation Bible schools); acting as member of church committees (e.g., educational committee); attending, helping with, church social affairs (e.g., Sunday school pic-

nic); conducting special religious services (candle-light service of Girls' Reserve, vesper service); planning and providing music for special services (Christmas and Easter services, revival meetings), singing in choir; providing Sunday services for churchless community at schoolhouse. Participating with pupils in home activities: helping with cooking, household duties, farm work; helping to care for sick pets, construct small buildings, repair playthings; helping to manage motherless homes; planning and suggesting more systematic use of home time.

512. *Regulating pupils' activities*

Helping to correct misconduct: aiding and sponsoring pupils under court jurisdiction; appearing as witness in juvenile court cases involving pupils; assisting pupils in out-of-school scrapes. Keeping in touch with pupils' activities by living in pupils' homes, in same rooming-house with pupils, by serving as director of club homes for pupils; looking after out-of-school conduct of pupils, detecting, discouraging, reporting, cases of bad conduct (drinking, drug-taking, smoking, dangerous customs (hopping trains, playing in railroad yards, hitching sleds to automobiles, snitching rides on trucks), defacing private or public property, disorderly conduct in public meetings and on streets, gambling, keeping late hours, loafing, quarantine-breaking, sexual abuses). Looking after pupils in part-time employment: articulating activities of pairs of pupils employed on same farm or shop project; correlating employment of pupils with school work, evaluating outside work for school credit; seeing that pupils are not exploited by employers, that working conditions are hygienic and morally satisfactory,

that work is educative; seeing that pupils live up to their agreements with employers. Seeing that pupils in state schools are not exploited, investigating amount of work required of them; seeing that all laws relating to minors are enforced (child-labor laws, laws prohibiting sale of alcoholic beverages and tobacco to minors).

513. *Providing facilities for pupils activities*
Helping pupils to secure materials for school use: borrowing, buying, materials for home and school projects from business houses and from individuals (groceries, lumber, seeds, purebred eggs and live stock for farm club work, textiles); gathering plants, rocks, zoölogical specimens; taking local pictures for school use.

514. *Coaching and teaching pupils*
Assisting pupils with projects, advising regarding management, assisting in project activities, supervising home projects; evaluating projects for school credit; determining pupils' knowledge, interest, skill, as revealed in practical situation, noting extent to which classroom teaching carries over. Cultivating pupils' interest in literature, in writing original plays, poems, stories; helping pupils to beautify their homes; helping with correspondence courses and studies; preparing programs for parent-teacher association meetings; preparing pupils for public appearance (as four-minute speakers at Rotary club, as actor or speaker in community program, to give readings at teacher-association meetings); teaching music; tutoring (evenings, during vacations).

515. *Securing pupil participation in informal contacts*
Securing pupil participation in informal contacts by encouragement, by invitations.

516. **B. Activities in supervising play:**

517. *Establishing cordial relations with pupils*

518. *Obtaining information about pupils*

Discovering pupils' normal selves; "finding pupils out"; observing pupils at play to detect leaders and loafers, recording errors in English during play.

519. *Assisting individual pupils*

520. *Participating in play with pupils*

Participating in play as a matter of custom; participating in play only when children seem to be losing interest.

521. *Regulating pupils' activities*

Getting play exercises started; looking after non-participants, supervising pupils not playing but watching; preventing injuries, preventing pupils from taking undue risks; recognizing and avoiding fatigue.

522. *Providing facilities for play*

Constructing apparatus (bean bags, game boards, volley-ball nets) co-operatively; preparing playground, erecting apparatus, marking off fields, goal lines, tennis courts; maintaining ample supply of equipment; providing music and other accompaniments to play, marking rhythm for dancing, exercise, games, by clapping hands, playing instruments (organ, piano, victrola), singing; seeing that pupils are allowed turns on apparatus; seeing that pupils co-operate in keeping apparatus and equipment in good condition and in place, in caring for and keeping grounds in good condition.

523. *Coaching and teaching*

Coaching for and conducting exhibitions, meets, tests ("badge tests," field, track meets); direct-

ing, teaching, appropriate games, games that will interest all; seasonal games; giving individual and group instruction in new play exercises, helping pupils to devise games; keeping pupils enthusiastic but calm enough to do their work at the same time; providing variety in games, balancing active with thinking games; supervising holiday and vacation play, indoor play; training pupils to be leaders, officials, having older pupils start games among first-grade pupils, teaching pupils to direct games, training pupil coaches, referees.

524. *Securing pupils' participation in play*

Encouraging outdoor play, urging pupils to play outdoors in cold weather; securing general participation, getting timid, peculiar children to play with groups; seeing that older pupils do not take advantage of younger; teaching pupils to play together in making houses, other group projects.

525. *Selecting plays for pupils*

Adapting play to individual needs, interests, choosing suitable kinds of play for various individuals, providing safe and suitable recreation for children with physical defects. Suggesting plays and games that will interest all.

526. *Acting as official in pupils' games*

527. **C. Activities in supervising athletics:**

528. *Establishing cordial relations with pupils*

529. *Obtaining information about pupils*

530. *Assisting individual pupils*

531. *Participating in athletic sports with pupils*

Attending athletic events, accompanying teams (by automobile, train) on trips; carrying teams and fans in own car when traveling by automobile; cheering, praising, good players, both winners and losers; helping with organized cheering, e.g., composing, leading, teaching yells,

training cheer leaders, planning bleacher stunts; participating, playing, in practice, in occasional games.

532. *Regulating activities in athletics*
Chaperoning teams, fans, on out-of-town trips; enforcing eligibility rules, rules of conference, of school, rules regarding dress, rule against wearing silk stockings on basketball court; forbidding playing of unauthorized games; keeping order at practice and final games; settling disputes on athletic field; supervising patrol of field during athletic events; supervising dressing-rooms and showers.

533. *Providing facilities for athletics*
Arranging, preparing, apparatus and equipment for use; designing, constructing equipment (bucking machine, grandstand); measuring off, marking, playing floor or field; looking after gymnasium buildings, equipment, grounds. Planning, providing for, athletic events, arranging for coat-rooms, lunch stands, parking places; arranging transportation to out-of-town games, meets; providing for entertainment of visiting players, finding eating places, sleeping quarters, dressing facilities, supervising entertainment; providing entertainment (dances, parties) for visiting spectators; providing for and supervising serving of refreshments after games. Supervising raising of funds for athletics; taking care of funds raised, auditing accounts of pupil treasurer, caring for gate receipts, checking and banking money taken in, directing use of funds, managing ticket sales.

534. *Coaching athletics*
Calling players together for pre-season work; coaching, directing, team play; explaining games, rules,

to players, giving chalk talks on new plays, providing players with catalogues, manuals, rule books; helping team members to keep up with scholastic requirements; maintaining right attitudes among contestants, cultivating "good winner," "good loser," spirit, settling differences among contestants; planning with captains of teams; talking to players about future seasons. Supervising ushering at athletic events; training pupils to act as ushers at athletic events.

535. *Securing pupils' participation in athletics*
Encouraging participation; furnishing publicity, advertising games, furnishing athletic news for papers (local, school, state), making posters; sponsoring athletic organizations (athletic association, athletic council, boating, golf, hiking, swimming clubs).

536. *Selecting pupil participants in athletics*
Discovering new material for teams; holding tryouts; keeping physically unfit out of athletics; selecting members for team; selecting pupil assistants, managers.

537. *Rewarding pupils' good work*
Awarding letters, honors, e.g., scoring pupils for state letter in athletics; selecting pupils to secure letters from local school; selecting members of all-star teams.

538. *Forming policies for athletics*
Acting as faculty manager, advisor.

539. *Acting as official in athletics*
Acting as official (referee, scorer, timekeeper, umpire); acting as trainer, preparing (bandaging, rubbing) players for contests, rendering first aid to injured players, seeing that athletes observe training regulations as to diet and hours of sleep, seeing that swimmers do not remain too

long in tank. Supervising taking of pictures, of individual players, of teams, of spectators at games.

540. *Scheduling athletic events*
Organizing, directing, intramural athletics; organizing, supervising, leagues; preparing playing schedules, scheduling games for season.

541. **D. Activities in supervising social activities:**

542. *Establishing cordial relations with pupils*
Giving social affairs for pupils at school house, in community; entertaining pupils at own home by simple parties.

543. *Obtaining information about pupils*
Information about shyness, bad habits, social background, good habits.

544. *Assisting individual student*

545. *Participating in pupils' social activities*
Answering invitations to pupils' social events, attending social events, serving host or hostess, as speaker, as toastmaster, at banquets; dancing with pupils; judging costumes at a masquerade ball; helping to advertise work of classes, advertising domestic arts class by wearing dress which was made for eleven dollars to prom. Helping, supervising pupils' work at social affairs: teaching, showing, how to arrange tables effectively, how to serve food attractively; supervising preparation of food; helping pupils to clean up after social functions.

546. *Regulating social activities*
Chaperoning, keeping order, chaperoning school dances in manner acceptable to parents, seeing that proper conduct is observed while swimming at school picnic; taking responsibility for conduct of home-room pupils at school picnic.

547. *Providing facilities for pupils' social activities*

Planning, making arrangements for social activities: arranging for chaperones; assigning duties to pupils (e.g., as doorkeeper; on program committee, refreshment committee; in receiving line; as usher); designing and making, favors, place cards; planning and providing decorations, for room, tables (driving into country for green decorations); providing furniture (arranging for and transporting borrowed furniture); selecting music; supervising making and sending of invitations, suggesting whom to invite. Planning and supervising special dinners, luncheons, programs, in honor of visiting school officials (e.g., state superintendent), visiting teams (athletic, debating).

548. *Coaching and teaching pupils*

Advising pupils regarding social customs. Coaching, training, pupils for their parts in school entertainments: coaching, directing dramatics (informal plays, one-act plays or dialogues for opening exercises and social events), staging pageants to show parents what is being accomplished; coaching pupils to act as hosts, hostesses, toastmasters, helping them select and prepare toasts for banquets; helping prepare pupils for musical recitals of the school.

549. *Securing pupil participation in social activities*

Promoting, sponsoring social activities and organizations, co-operating with classroom salesmen in creating a real interest in social activities, "selling" the social activities idea to pupils; securing general participation, drawing diffident, indifferent, and unattractive girls into social activities of school.

550. *Selecting social activities*
Scheduling social events, making yearly schedule of social events, scheduling particular events. Arranging for supervising, pre-game mass meetings, pep meetings, assisting in celebrations, rallies, after games are over. Helping to make social functions successful, forming congenial groups at tables, supervising table etiquette, suggesting games.

551. *Rewarding service in social activities*

552. *Form policies concerning social activities*
Formulating rules governing social functions, regulating hours, behavior (at school dances); supervising selection of new members, checking on pupils who have been admitted to clubs on try-out basis, serving as chairman of committee that passes on all applications for membership in the honor-scholarship society.

553. *Managing funds for social activities*
Advising regarding expenditures, ways of securing funds; supervising financial aspects, seeing that social events are not too expensive for the majority.

554. *Acting as official at social activities*
Directing, judging, presiding, at social activities.

555. **E. Activities in supervising dramatic and musical organizations:**

556. *Establishing cordial relations with pupils*

557. *Obtaining information about pupils' abilities*

558. *Assisting individual pupils*

559. *Assisting in pupils' musical and dramatic activities*

560. *Regulating pupils' activities*
Keeping order at rehearsals, performances; managing room at picture shows; policing halls dur-

ing evening entertainments. Preventing rehearsals from interfering with pupils' classwork.

561. *Providing facilities for pupils' dramatic and musical activities*

Arranging for, planning details of, dramatic and musical productions by pupils' organizations: arranging for, providing music (hiring players or playing musical instrument during production or between acts); arranging for, providing, stage lighting, operating spotlight; planning, providing (borrowing, renting, designing, making) wearing apparel (costumes, wigs) for players, stage decorations, properties, scenery, for indoor and outdoor productions; providing for rehearsals of productions, arranging for escorts for girls attending evening rehearsals. Doing work involved in productions: acting as costumer, dressing players, making up players' faces; acting as curtain raiser, prompter, scene shifter; constructing costumes for players, dying cloth, cutting and sewing materials for costumes, making paper flowers for costumes, masques; returning borrowed and rented materials; sending invitations to honored guests.

562. *Coaching*

Directing dramatic activities and musical organizations; directing, assisting with, rehearsals, performances; teaching performers their parts (solos, group choruses for plays, fancy dances, songs), drilling characters for operettas, getting parts memorized early.

563. *Securing pupils' participation*

Promoting, sponsoring dramatic organizations, musical organizations (bands, choruses, glee clubs, orchestras, quartet, sextet, octet); seeing that pupils attend practices regularly.

564. *Selecting plays and musical compositions*
Choosing dramatic and musical productions for presentation by pupils' organizations, helping in choice of class, club plays. Writing, supervising writing of, co-operating in writing of productions (pageants, plays, operettas, songs) for presentation by pupils' organizations.

565. *Selecting participants for dramatic and musical activities*
Choosing casts for dramatic and musical productions by pupils' organizations, holding try-outs, selecting characters; pacifying would-be stars; selecting ticket-takers, ushers.

566. *Rewarding pupils' good work in dramatics and music*
Seeing that credit is given where due: arranging for bouquets for star performers, for curtain calls; expressing appreciation; supervising write-ups for papers

567. *Forming policies concerning dramatic and musical activities*

568. *Managing funds*
Finding ways to finance organizations; handling, managing, funds and expenditures, advertising (handbills, posters, newspaper advertising), arranging for pictures of participants, printing of tickets; accounting for tickets; keeping record of proceeds; posting expense accounts; seeing that bills are paid.

569. *Acting as official*
Attending dramatic productions and musicales; helping with productions, serving as usher; taking parts in plays, musical programs, acting as attorney in mock trial.

570. *Scheduling events*
Scheduling rehearsals, public performances.

571. **F. Activities in supervising pupils' publications:**

572. *Establishing cordial relations with pupils*

573. *Obtaining information about pupils*

574. *Assisting individual pupils*

575. *Participating in activities in connection with school publications*

Arranging for printing (or mimeographing) of school publications: directing printing in school shops; supervising arrangements with commercial printing establishments. Contributing to publications: conducting column, department (department of science, literary page); writing articles, news stories (departmental news, notices of school activities, reports of games); doing art work (illustrating stories, making cover designs); having pictures taken (pictures of pupil activities) and cuts made for school annual, school paper; taking local snapshots and finishing them for publications. Preparing copy for printer: editing, rewriting, copy, having all copy typewritten; planning make-up; seeing that sufficient copy is available. Reading publications; seeing that copies are filed.

576. *Regulating pupils' activities in connection with the publications*

Censoring school publications; overseeing use of exchanges; improving criticisms and reviews of exchange magazines.

577. *Providing facilities for pupil publications*

578. *Coaching pupils*

Training pupil participants in school publications (advertising copy writers, advertising managers, business managers, circulation managers, editors, reporters), conducting staff meetings, conferring with reporters. Teaching pupils to judge value of their contributions.

579. *Securing pupil participation*
Promoting interest in, sponsoring, pupils' publications (annuals, handbooks, jokebooks, magazines, papers, school departments in local papers), securing contributions for school paper from school, starting school magazine, weekiies, and other publications; sponsoring journalistic and literary organizations (press club, writers' club).

580. *Selecting pupil activities*
Guiding students in kinds of material to prepare, kinds of publications to issue.

581. *Rewarding good work in connection with publications*

582. *Forming policies for pupil publications*
Determining form, make-up, of pupil publications; determining policies of publications (editorial, news, policy), discriminating among advertisements offered; setting advertising and subscription rates; setting publication dates.

583. *Managing funds for publications*
Supervising business phases: securing subscriptions and advertising, selling papers; supervising bookkeeping, auditing accounts; regulating use of funds; supervising making out of forms for advertising contracts.

584. *Acting as official*
Acting as member of advisory committee, editor, manager.

585. **G. Activities in supervising pupils' forensic activities:**

586. *Establishing cordial relations with pupils*

587. *Obtaining information about pupils' abilities*

588. *Participating in pupils' forensic activities*
Attending forensic events.

589. *Regulating pupil activities*
Seeing that activities are carried on properly.

590. *Providing facilities for forensic activities*
Providing for time schedules, meeting places, auditoriums.

591. *Coaching*
Training participants; helping pupils to secure materials; citing references; providing finances for special training for pupils.

592. *Securing pupil participation in forensic activities*
Promoting interest in, sponsoring, forensic organizations (debating club, public speaking club).

593. *Selecting materials and activities*
Selecting topics for debate, reading material.

594. *Selecting pupil participants*
Selecting participants; holding try-outs, preliminary contests.

595. *Rewarding good work*

596. *Forming policies concerning forensic activities*

597. *Managing funds*
Accompanying teams on trips.

598. *Acting as official*
Presiding at forensic events; judging forensic contests.

599. *Scheduling activities.*

600. **H. Activities in supervising pupils' excursions:**

601. *Establishing cordial relations with pupils*

602. *Participating in excursions*
Participating in excursions; promoting interest, urging pupils to go; helping pupils to secure parental permission.

603. *Regulating pupils' activities on excursions*
Choosing pupils and classes to take excursions; choosing and instructing squad leaders; organizing parties; making regulations to keep group within proper limits. Chaperoning, being responsible for discipline; guarding against acci-

dents, contagious diseases; keeping group together; seeing that pupils get home at reasonable hours. Directing, suggesting, activities en route, directing observations; interpreting what is seen, making records of things observed (making sketches, taking pictures), teaching pupils to recognize beauties of their surroundings (beautiful sunsets, rainbows). Introducing pupils to officials and other persons met. Supervising recreation at resting places. Supervising activities on arrival at destination (collecting, pressing, labeling, of specimens; culling of chickens; pruning of fruit trees; study of birds, flowers, trees); teaching, giving demonstrations (explaining bank safe, teaching use of libraries).

604. *Providing facilities for pupils' excursions*
Planning excursions with pupils, preparing pupils for what they are to see; suggesting proper clothing and camp equipment. Arranging transportation; arranging for, packing, transporting, supplies; making preliminary visits to excursions' objectives.

605. *Selecting points to which to make excursions*

606. *Managing funds needed in making excursions*
Managing business phases, e.g., arranging for meals, sleeping quarters.

607. *Scheduling excursions*
Arranging times for trips, checking to be sure group is expected at proper time; posting schedules for trips.

608. **I. Activities in supervising pupils' assemblies:**

609. *Establishing cordial relations with pupils*

610. *Participating in pupils' assemblies*
Attending pupils' assemblies, accompanying, sitting with pupils; observing assembly exercises for new ideas.

611. *Regulating pupils' activities in assembly*
Keeping order; seeing that pupils attend assemblies; taking homeroom in a body to assemblies; supervising their conduct there.

612. *Teaching in connection with assemblies*
Coaching programs for chapel assembly, auditorium exercises. Training individual pupil participants in assembly exercises, training for musical (band, glee club, orchestra, solo numbers) and other parts in programs (dialogues, orations, pantomimes, recitations, talks), giving special instructions to those who appear at assembly meetings of entire school; teaching pupils proper way to receive outside performers and speakers, proper attitude, use of applause; training pupils to preside at assemblies (introduce speakers, make announcements, present medals); training pupils to advertise events, to arouse and develop school spirit.

613. *Securing pupil participation in assemblies*

614. *Selecting assembly activities*
Arranging, planning, scheduling, assemblies; arranging for materials; discussing plans with pupils; planning, selecting, materials for programs (assembly programs, auditorium programs, opening exercises), selecting music, recitations, parts of classwork, short pupil talks, for presentation to assembly audiences.

615. *Selecting participants in assemblies*
Choosing pupils to give talks in assemblies; selecting class to put on exhibits of classwork.

616. *Rewarding good work performed by pupils in assemblies*
Presenting medals, prizes, diplomas.

617. *Forming policies for assemblies*

618. *Managing funds for assemblies*

619. *Acting as official at assemblies*

Presiding over assemblies: Conducting devotional, patriotic, exercises; introducing speakers at assemblies; leading singing at assemblies; making announcements. Speaking before assemblies; addressing pupils: discussing current events; giving instructional talks (on menu and etiquette to be observed at evening athletic banquet); making inspirational appeals (urging attendance at school events; urging fairness and courtesy to visiting teams; urging graduating class to become active and loyal alumni).

620. *Scheduling assemblies*

621. **J. Activities in supervising activities in drives and campaigns:**

The drives and campaigns supervised may be illustrated by the following examples: community-events campaigns, clean-up week, educational week, fire-prevention week, good-English week, good-roads week, health campaign, Red Cross campaigns, saving and thrift campaigns.

622. *Establishing cordial relations with the pupils*

623. *Participating in campaigns*

Assisting in pupils' charitable activities, e.g., distributing appeals for charitable institutions, wrapping and delivering boxes for crippled and sick children; helping make and prepare articles to sell for campaign and drive funds, making and boxing candy; helping promote campaigns and drives for school purposes, collecting goods for inspection at school fairs, helping raise funds for school needs, selling tickets to historical picture shows to help fund for grade teachers.

624. *Regulating school activities*

Helping, superintending, collection of old magazines; censoring collection of magazines which are

inappropriate; helping on pupil officers to see that funds are properly handled; working actively to prevent dishonesty in pupils' accounts of money collected.

625. *Providing school facilities*
Collecting materials for exhibits, distributions, sales (statements from pupils of reading done during book week, illustrative posters and materials to be used in connection with fire-prevention week), collecting and distributing literature for campaigns (Near-East Relief, Red Cross drives); distributing, returning articles used when exhibits are over.

626. *Securing pupil participation in campaigns*

627. *Selecting pupil participants in campaigns*
Selecting committees, directors, speakers.

628. *Rewarding good work in campaigns*

629. *Forming policies concerning the institution of campaigns and drives*

630. *Managing funds*
Planning, supervising, raising of funds for pupils' charitable campaigns and drives (Near-East Relief, orphans' homes, Red Cross, Thanksgiving donations); raising and accounting for funds for improvement of school building and grounds (for purchases of pictures for school buildings, of shrubs for school lawns).

631. *Acting as official in pupils' campaigns and drives*
Acting as general director, manager, ticket-seller, for school entertainments and projects (county sales, food sales at downtown stores, rummage sales, school fairs and other gatherings) to raise money for various purposes (funds for parent-teacher association, for purchase of records for school phonograph, for school library, for wel-

fare station); managing sales, taking in money and subscriptions for various young peoples' organizations (e.g., Junior Red Cross); producing and issuing articles for sale by pupils (Christmas seals); taking charge of such sales, keeping records of individual pupils' sales.

632. *Scheduling campaigns and drives*

633. **K. Activities in supervising other pupil organizations:**

634. *Establishing cordial relations among pupils*
Supervising relations with alumni; entertaining alumni; helping alumni to foster and support pupil organizations.

635. *Obtaining information about pupils*

636. *Assisting individual pupils*

637. *Participating in pupil organizations and meetings*
Attending meetings (regular meetings; meetings at which special programs are given); participating in meetings, e.g., accompanying, playing in orchestras, directing choruses, making talks, serving as club member.

638. *Regulating activities of pupils' organizations and meetings*
Advising, meeting with, committees and officers of organizations, conferring with officers regarding executive difficulties (e.g., insubordinations in their groups), reading, correcting officers' reports. Articulating activities of various organizations, attending meetings, bringing about cooperation between pupil organizations and similar organizations in community, checking on work of pupil committees, on work of pupil officers, seeing that officers do not neglect their duties, that new officers are selected by pupils when old ones prove incompetent. Maintaining harmony within organizations, dealing with

difficulties arising through interference of function among pupil leaders. Serving as faculty advisor, representative, for clubs and organizations; supervising "activities" office; supervising awarding of honors by organizations; supervising conduct at meetings; supervising judicial activities, acting as faculty representative of judicial department of school government, attending court session, reviewing decisions of student court; supervising other pupil-administered systems, e.g., systems for conducting school business (budgeting, filing, levying and collecting assessments and taxes, notifying of amounts due, receipting payments), for ethical conduct of individuals ("honor system," covering conduct in regard in absence excuses, care of school property, cheating in examinations, general discipline and order).

639. *Providing facilities for the establishment and maintenance of other organizations*

Selecting, caring for, club properties; selecting music for glee clubs, quartettes; selecting club symbols.

640. *Coaching pupils*

Initiating, training, new members, training initiation committee; teaching club aims and ideals, codes, slogans, songs; teaching parliamentary procedure; training pupils to take responsibility.

641. *Securing participation of pupils in other organizations*

Promoting organization interests: advertising activities of clubs and organizations through pictures, posters, published articles; encouraging active members, penalizing slack members; helping to form new organization; insisting that every pupil take part in some activity.

642. *Selecting materials and activities for other organizations*

Arranging for meetings of clubs, committees; planning activities; preparing programs (class, club, programs for assembly, for regular meetings), sponsoring stunts for special occasions (e.g., Junior stunt for carnival), supervising charitable activities of pupil organizations (adoption of war orphans, financing of old folks' home).

643. *Selecting participants*

Helping to eliminate undesirable members of organizations, guiding meetings of officers for ousting unworthy members; regulating participation in organized activities (arranging point system), regulating participation according to success in classwork, determining what pupils should participate when many are employed after school hours.

644. *Rewarding good work*

645. *Forming policies*

Drafting and approving constitutions, rituals, for clubs; choose, devise, names, insignia, symbols, for organizations; helping graduating class select class insignia, colors, flower, pins, program helping to set up qualifications for officers, making high character and scholarship requisites, helping to organize pupils for self-government (e.g., school city representative plan of government), supervising organization plans, helping to make and adopt constitutions, elect officers, initiate operations; advising, assisting, report-room representative, other officers.

646. *Managing funds for pupil organizations*

Helping pupil organizations to raise funds, conducting checkroom at school banquet, directing drives, money-raising stunts (candy sales, enter-

tainments). Managing, taking charge of pupil organizations funds: acting as collector, collecting organization assessments and dues; doing bookkeeping for organizations, adding, auditing, accounts, recording funds in a manner easily understood by others (contributors, parents, pupils, school officers); doing clerical work for organizations, reporting items concerning extra-classroom funds to principal, school as a whole, special contributors; supervising expenditures of organizations' funds, seeing that funds are used discreetly, countersigning checks of organization treasurers, preparing budgets, seeing that bills are paid.

647. *Acting as official for pupil organizations in meetings*
Supervising elections; acting as judge; making defeated candidate feel that nomination itself was an honor; presiding over meetings being in charge, directing discussion and debate; acting as teller; supervising chairman's procedure.

648. *Scheduling events*
Scheduling meetings of pupil organizations.

649. **L. Activities in supervising special programs:**
Special programs include special activities as follows: commencement exercises and programs; non-athletic contests; special assembly programs on annual holidays (Christmas, Thanksgiving), and any other occasions of local interest; special demonstration lessons for teachers' conventions, institutes, and meetings.

650. *Establishing cordial relations with pupils*
Conducting outings, vacation trips.

651. *Obtaining information about pupils' abilities*

652. *Assisting individual pupils*

653. *Participating in special programs with pupils*
Attending, participating in, school contests, taking part in music contest, participating in orchestra

at Commencement program, conducting singing at Baccalaureate service, marching with pupils in Decoration Day parade.

654. *Regulating pupils' activities in connection with special programs*
Accompanying contestants on trips, chaperoning, regulatig, conduct.

655. *Providing facilities*
Supervising preparation for presentation of special programs; arranging for equipment (tents and fences for school carnival); arranging for seats for audiences; arranging (displaying, hanging) exhibits.

656. *Coaching*
Coaching, training pupils for parts in special programs, entertainments (Arbor Day, Christmas, Washington's Birthday), teaching special songs for holidays, training class speakers for commencement programs, directing school demonstrations, class demonstrations, demonstrations based on project work.

657. *Securing pupil participation*
Promoting, developing interest in contests, encouraging pupils to enter, supervising publicity.

658. *Selecting materials and activities for special programs*
Organizing, arranging contest, arranging for materials to be used; appointing pupils to care for equipment; arranging, planning, programs; supervising, planning, preparing, parades, pageants (decorating of floats, Labor Day Parade showing occupations of community).

659. *Selecting pupil participants*
Selecting, preparing, participants; preparing exercises, songs, programs; helping pupils find materials for special programs; supervising prepa-

ration and presentation of commencement speeches by valedictorian, salutatorian, other class orators.

660. *Recognizing pupils' good work in special programs*
Honoring winners, awarding honors, prizes, complimenting pupils on good showing.

661. *Forming policies*

662. *Managing funds for special programs*
Managing business and financial phases.

663. *Acting as official*
Presiding over school contest: insisting that standardized procedures be followed; judging exhibits; explaining exhibits; selecting pupils' articles for exhibit.

664. *Scheduling events*
Scheduling contests.

DIVISION IV

ACTIVITIES INVOLVING RELATIONSHIPS WITH THE PERSONNEL OF THE SCHOOL STAFF

The activities shown in the following list are the activities indicated on the cross-checked table, pp. 435 ff., that are reported as actually performed by 25 per cent or more of a representative group of teachers. By comparing the activities here listed with the crossed-checked table on pp. 435 ff. many significant omissions will be noted. To supply these omissions a supplementary list has been made of the activities involving relations with the personnel of the school system that were reported as performed by at least one teacher. This supplementary list appears in the O.R. pp. 500 ff. and contains 571 activities. The activities of the supplementary list are lettered alphabetically following the serial numbers which refer to the check-list.

665. **A. Relations with the school board:**

666. *Securing position from the school board*
Making formal application for position in person or by letter; talking with members of school board, individually or in groups; signing contract to teach.

667. *Securing promotion from school board*
Asking school board for increase in salary.

668. *Offering resignation to school board*
Resigning position; deciding whether it is wise to resign, proper time to resign.

669. *Participating in meetings called by school board*
Attending regular meetings of school board, on invitation, as an advisor; attending special meetings of board.

670. *Meeting socially with members of school board*
Being entertained by school board; giving, serving, supervising a dinner for school board.

671. *Securing cordial relations with the members of the school board*

672. *Developing professional spirit in the school board*

673. *Supporting policies of the school board*

674. *Making use of facilities provided by the school board*

675. *Attending to school visits of board members*
Urging school board members to visit school; receiving visits from school board; having pupils on best behavior, having pupils show samples of work to school board when they visit school.

676. *Making professional visits to the school board*

677. *Offering recommendations in matters of school policy to school board*
Recommending, requesting, and advising adoption of various school policies (bond issue for expansion of school, consolidation of schools, hot lunches for pupils at noon, new methods of classifying pupils, sabbatical-leave system). Assisting with the collection, selection, and organization of curriculum materials, suggesting changes in the curriculum; informing school board concerning changes in textbooks.

678. *Giving advice and information on occasion to school board*
Supplying information means advising, informing, reporting committee findings, securing statistics. Information is supplied in connection with such matters as money necessary to carry out various programs, quality of janitor's work, school progress in general. Doing research work for school board; notifying school board of books needed, of necessary repairs on school building; reporting names of children unable to attend school because of lack of clothing.

679. *Assisting school board in major projects*

680. *Assisting school board in minor duties*
Doing clerical work for school board; assisting school board with reports.

681. *Following directions and instructions of school board*

682. *Working in committee with school board*

683. *Recommending other teachers to school board*
Informing school board concerning merits of candidates; recommending teachers to school board.

684. *Making standardized reports to school board*

685. *Referring matters (duties of office) to school board*

686. *Presenting complaints to school board*
Considering complaints of parents with school board; protesting against unfair dealing in salary, unfair dismissal.

687. *Reporting needs to school board*

688. *Securing official approval of proposed plans by school board*
Securing approval of school board means appealing to, determining upon, and presenting arguments to, inducing, informing, persuading, winning the active sympathy, support, and co-operation of. The projects and enterprises involve securing assistants for large classes, exclusion of married teachers, extension of health work, free textbooks, junior high school, programs for vocational work, teachers' council, teachers' pension, visiting day for teachers. Securing approval of school board on reports; asking school board for leave of absence.

689. *Securing action on decisions arrived at with school board*
Informing school board of needs, following up matter until action is taken; keeping after school board until approved plans have been carried out.

690. *Obtaining advice and information from the school board*

691. *Obtaining assistance from school board*
Securing funds and special assistance from school board. Securing means asking, helping to secure, inducing to give. Funds are sought for athletic uniforms, equipment, and contests, classroom supplies, furniture, laboratory equipment, textbooks, transportation.

692. *Securing supplies from school board*

693. **B. Relations with custodian of supplies:**

694. *Making use of facilities provided by custodian of supplies*

695. *Reporting needs to custodian*
Requesting supplies from custodian; securing custodian's co-operation in plans; seeking custodian's aid in securing use of yard space for garden project.

696. *Securing supplies from custodian*
Reporting to custodian shortage in order of supplies and other special matters for his attention; sending word to the custodian concerning improper room temperature.

697. **C. Relations with dean of women:**

698. *Securing cordial relations with dean of women*

699. *Supporting policies of dean of women*

700. **D. Relations with department head:**

701. *Participating in meetings called by department head*
Attending departmental meetings (subject meetings, meetings of the teachers of reading, arithmetic, music, art).

702. *Meeting socially with department head*

703. *Securing cordial relations with the department head*

704. *Securing departmental co-operation of department head*

705. *Supporting policies of department head*

706. *Making use of facilities provided by department head*

707. *Giving advice and information on occasion to department head*

Reporting case problems to department head; making suggestions to department head concerning aims, materials, new methods.

708. *Assisting department head in major projects*

Assisting in working out department programs.

709. *Assisting department head in minor duties*

710. *Following directions and instructions of department head*

711. *Working in committee with department head*

712. *Making standardized reports to department head*

713. *Reporting needs to department head*

714. *Securing official approval of proposed plans, by department head*

715. *Securing action on decisions arrived at with department head*

716. *Obtaining advice and information from department head*

717. *Obtaining assistance from department head*

718. *Securing supplies from department head*

719. **E. Relations with janitor:**

720. *Securing cordial relations with janitor*

Greeting janitor; commending janitor for good work; rewarding janitor for special service; paying janitor for extra time devoted to the room; remembering janitor on special occasions, at Christmas. Answering janitor's questions; receiving janitor's compliments and complaints regarding pupils; keeping janitor in his place; recommending janitor to other positions.

721. *Giving advice and information on occasion to janitor*

722. *Giving directions to janitor*

Giving directions to janitor on methods of work, explaining best method of sweeping, ways to make work quicker and more sanitary; giving janitor articles in periodicals to read concerning his work. Reporting specific needs to janitor; reporting to janitor and reminding him of special matters demanding his attention (broken furniture, changes in desks, empty inkwells, extra use of room, moving of furniture; necessary changes in heating); reporting to janitor disappearance of materials and equipment from room; sending janitor for supplies.

723. *Presenting complaints to janitor*

724. *Reporting needs to janitor*

725. *Securing supplies from janitor*

726. **F. Relations with librarian:**

727. *Meeting socially with librarian*

728. *Securing cordial relations with librarian*

729. *Securing departmental co-operation of librarian*

730. *Supporting policies of librarian*

731. *Making use of facilities provided by librarian*

Making personal use of library; directing own pupils to use library.

732. **G. Relations with nurse (school and county nurse, dental nurse, dietitian, welfare advisor):**

733. *Securing cordial relations with nurse*

734. *Supporting policies of nurse*

735. *Making use of facilities provided by nurse*

736. *Attending to school visits of nurse*

737. *Making professional visits to nurse*

738. *Giving advice and information on occasion to nurse*

739. *Assisting nurse in major projects*

740. *Assisting nurse in minor duties*
Assisting nurse with inspections and examinations; helping nurse measure and weigh pupils; assisting with testing (Schick test); keeping nurse's record cards; acting for nurse in her absence, tending pupils hurt or sick; taking histories of pupils' health before her arrival; co-operating with nurse in securing attention to pupils' health needs; assisting nurse in securing approval of school board to use of disinfectant; helping nurse to remove undesirable conditions of health and cleanliness, to care for underweight children, to get children's teeth cared for, to keep ill children from attending school, to locate cases needing attention, to secure proper nutrition for children.

741. *Following directions and instructions of nurse*

742. *Obtaining advice and information from nurse*

743. *Obtaining assistance from nurse*
Acquiring information from nurse regarding children's diseases; securing health projects from nurse; inviting nurse to talk to pupils; getting nurse to make special examinations of pupils.

744. **A. Relations with physician (health officer, oculist):**

745. *Meeting socially with physician*

746. *Supporting policies of physician*

747. *Making use of facilities provided by physician*

748. *Attending to school visits of physician*

749. *Following directions and instructions of physician*

750. *Obtaining advice and information from physician*
Asking physician's advice regarding health rules and regulations; conferring with physician about pupils; seeking physician's advice in teaching hygiene.

751. *Obtaining assistance from physician*

752. **I. Relations with principal:**

753. *Securing position from principal*

754. *Securing promotion from principal*

755. *Offering resignation to principal*

756. *Participating in meetings called by principal*

757. *Meeting socially with principal*

758. *Securing cordial relations with principal*

Establishing cordial relations with principal. Establishing cordial relations includes becoming acquainted with the principal, respecting the principal, spending vacant periods occasionally conversing with the principal, keeping matters private which have been discussed. Performing friendly acts for principal, starting his car, lending own car for special purposes; remembering principal at Christmas; entertaining principal.

759. *Securing departmental co-operation of principal*

760. *Supporting policies of principal*

761. *Making use of facilities provided by principal*

762. *Attending to school visits of principal*

763. *Making professional visits to principal*

764. *Offering recommendations in matters of school policy to principal*

Defending principal's policies; assisting principal in his relations with other teachers by reporting to principal good work of teachers; co-operating with principal to improve professional standards; advising, making suggestions, recommending professional reading; submitting devices and methods that might aid in bettering school.

765. *Giving advice and information on occasion to principal*

766. *Assisting principal in major projects*
Attending meetings called by principal (once a week, at close of semester, before or after school); substituting for principal, acting as vice-principal, taking charge of office at special times; performing principal's duties in his absence, conducting chapel exercises when principal is absent; assisting principal in matters of curriculum. Passing judgment on books, articles, projects; selecting texts; conferring relative to course of study; gathering data for tests and lessons; assisting principal in research, experimentation, surveys; helping give and grade educational survey tests; planning experimental study; making special investigations of school work (extra-curricular activities); assisting in grading and classifying pupils. Assisting in hiring teachers, suggesting names of teachers who are especially well equipped, helping in selecting teachers.

767. *Assisting principal in minor duties*
Assisting principal in the office with clerical duties; assisting in labeling and counting books at end of year; conferring regarding the payment of bills; assisting principal in selecting supplies and materials; assisting principal with records, reports, examinations; helping principal make out schedules for classes, for co-operative use of materials and equipment. Notifying principal in advance concerning absence from school; sending principal absentee cards, progress cards for pupils dropping out, report of teacher attendance; conferring with principal about entrance examinations; assisting principal in making out teachers' examinations.

768. *Following directions and instructions of principal*
Consulting principal about pupils. Consulting means conferring, determining upon policy in

regard to pupils, discussing pupils, reporting concerning special types of pupils, results of conferences with pupils. The matters discussed in connection with pupils include athletes, cripples, defects, discipline, dull pupils, mental tests for pupils, promotions. Receiving and following instructions from principal. Receiving and following instructions include asking advice, going to office for instructions, receiving, noting, dealing with, paying strict attention to, trying to follow, learning. Working harmoniously with principal; assisting principal to carry out his plans and policies; arriving at agreement on disputed points; co-operating with principal by knowing the organization of school, by inspecting; co-operating with principal in the direction of pupils' organizations and enterprises; assisting principal to select and prepare representatives in contests; conferring with principal concerning materials for school paper.

769. *Working in committee with principal*

770. *Acting as mediator between other persons and principal*

Acting as mediator between principal and pupils, principal and parents, principal and superintendent; acting as buffer; arranging interviews between parents and principal.

771. *Recommending other teachers to principal*

772. *Making standardized reports to principal*

Making reports to principal. Reports mentioned are those for absentees, age reports, changes of residence, drop-out cards, grade cards, monthly attendance, monthly register, schools visited.

773. *Referring matters to principal*

Informing principal concerning personal projects and investigations, acquainting him with any

large project attempted; showing principal new plan for work; making reports to principal on special activities conducted in school. Sending pupils to principal (e.g., disciplinary cases, new pupils, pupils needing mental examination; pupils previously absent, to secure excuse, pupils to receive commendation, tardy pupils); excusing pupils to go to office. Asking principal for recommendations; using principal's name as reference.

774. *Presenting complaints to principal*

775. *Reporting needs to principal*

776. *Securing official approval of proposed plans, by principal*

777. *Securing action on decisions arrived at, with principal*

778. *Obtaining advice and information from principal*
Encouraging advice and suggestions from principal, being willing to take suggestions; getting help in disciplinary problems, in dealing with speech defects; reporting crippled pupils in need of special attention; conferring with principal concerning attitudes of parents; securing principal's advice on personal problems outside of school.

779. *Obtaining assistance from principal*

780. *Receiving supervisory aid from principal*
Consulting principal about teaching problems. Consulting includes conferring, discussing, helping to find, pointing out. Teaching problems include matters of discipline, failures, new methods, requests for help, successful plans used elsewhere. Securing demonstrations from principal; teaching in the presence of principal; receiving supervision from principal; accepting principal's criticism of teaching; removing false impressions of work; conferring regarding year's rating of work, regarding personal rating.

781. *Securing supplies from principal*

782. **J. Relations with superintendent:**
Complying with superintendent's regulations.

783. *Securing positions from superintendent*

784. *Securing promotion from superintendent*

785. *Offering resignation to superintendent*

786. *Participating in meetings called by superintendent*

787. *Meeting socially with superintendent*

788. *Securing cordial relations with superintendent*
Maintaining cordial relations with superintendent. This involves being loyal to and respecting the superintendent. Becoming acquainted with superintendent and working in harmony with him. Performing friendly acts for superintendent; remembering superintendent at Christmas; making designs and drawings for superintendent; making lamp shades for superintendent's wife.

789. *Securing departmental co-operation of superintendent*

790. *Supporting policies of superintendent*

791. *Making use of facilities provided by superintendent*

792. *Attending to school visits of superintendent*

793. *Making professional visits to superintendent*

794. *Offering recommendations in matters of school policy to superintendent*
Serving on superintendent's advisory board; assisting in deciding matters of school policy; helping select marking system for school.

795. *Giving advice and information on occasion to superintendent*

796. *Assisting superintendent in major projects*
Attending meetings called by superintendent. Meetings include lectures and courses given by

superintendent. Attending meetings of superintendent's committee on curriculum; assisting superintendent in curriculum construction, planning and revising courses of study, proposing necessary changes.

797. *Assisting superintendent in minor duties*
Assisting superintendent in dealing with individual pupils, in dealing with discipline cases. Doing clerical work for superintendent; taking care of superintendent's correspondence. Supplying examination questions and assisting superintendent in giving examinations; grading examination papers; teaching extra classes during examination period.

798. *Following directions and instructions of superintendent*
Visiting superintendent for instructions; carrying out instructions; working in close co-operation with superintendent; following directions and complying with superintendent's rules and suggestions; being a real unit in the faculty.

799. *Working in committee with superintendent*

800. *Acting as mediator between other persons and superintendent*

801. *Recommending other teachers to superintendent*

802. *Making standardized reports to superintendent*

803. *Referring matters (duties of office) to superintendent*
Seeking advice from superintendent on professional matters. Seeking advice includes having conferences, consultations. Calling to superintendent's notice poor practices and other matters needing his attention; making suggestions; conferring with superintendent about pupil events and enterprises (athletics, contests, finances involved in athletics, student-government consti-

tution); conferring with superintendent about needs. Securing special permission from superintendent; asking superintendent for leave of absence, for permission to experiment; communicating with school board through superintendent; applying to superintendent for a position; asking superintendent for a recommendation; obtaining permission to use superintendent's name as reference; securing superintendent's advice in personal matters, asking superintendent to suggest a suitable boarding place.

804. *Presenting complaints to superintendent*

805. *Reporting needs to superintendent*
Making reports to superintendent. Making reports includes preparing promptly, providing copies, returning same, reporting by telephone. Types of reports are daily programs, lesson plans for various subjects taught, monthly plans, pay sheet, personal program, teachers present and absent.

806. *Securing official approval of proposed plans, by superintendent*

807. *Securing action on decisions arrived at with superintendent*

808. *Obtaining advice and information from superintendent*

809. *Obtaining assistance from superintendent*

810. *Receiving supervisory aid from superintendent*
Submitting samples of work to superintendent; receiving suggestions and supervision from superintendent; being courteous while superintendent is in room; submitting samples of pupils' work for superintendent's inspection.

811. *Securing supplies from superintendent*

812. **K. Relations with assistant superintendent:**
813. *Participating in meeting called by assistant superintendent*

814. **L. Relations with state superintendent:**
815. *Supporting policies of state superintendent*

816. **M. Relations with county superintendent:**
817. *Securing position from county superintendent*
818. *Participating in meetings called by county superintendent*
819. *Meeting socially with county superintendent*
820. *Securing cordial relations with county superintendent*
Paying visits to county superintendent's office.
821. *Securing departmental co-operation of county superintendent*
822. *Supporting policies of county superintendent*
Respecting county superintendent's authority.
823. *Making use of facilities provided by county superintendent*
824. *Attending to school visits of county superintendent*
825. *Making professional visits to county superintendent*
826. *Following directions and instructions of county superintendent*
827. *Making standardized reports to county superintendent*
828. *Referring matters (duties of office) to county superintendent*
Consulting county superintendent with regard to texts and courses; submitting samples of work to county superintendent; notifying county superintendent of pupils not attending school; notifying county superintendent of opening of school.
829. *Presenting complaints to county superintendent*
830. *Reporting needs to county superintendent*

831. *Securing official approval of proposed plans by county superintendent*

832. *Securing action on decisions arrived at with county superintendent*

833. *Obtaining advice and information from county superintendent*

834. *Obtaining assistance from county superintendent*

835. *Receiving supervisory aid from county superintendent*

836. *Securing supplies from county superintendent*

837. **N. Relations with supervisor:**

838. *Participating in meetings called by supervisor*

839. *Meeting socially with supervisor*

840. *Securing cordial relations with supervisor*

841. *Securing departmental co-operation of supervisor*

842. *Supporting policies of supervisor*
Assisting supervisor in work with other teachers; devising methods of developing team work between teachers and supervisor; securing support for supervisor's policies and plans; getting community to understand functions of a supervisor.

843. *Making use of facilities provided by supervisor*

844. *Attending to school visits of supervisor*

845. *Making professional visits to supervisor*

846. *Offering recommendations in matters of school policy to supervisor*

847. *Assisting supervisor in major projects*
Assisting supervisor in performance of duties; assisting supervisor in matters of curriculum, helping to decide on courses to be offered; assisting supervisor in experimenting with new methods of teaching, in trying out new plans; assisting supervisor to arrange public exhibits and entertainments for supervisor.

848. *Assisting supervisor in minor duties*

849. *Following directions and instructions of supervisor*
Receiving and acting upon suggestions from supervisor, devising means of applying suggestions and following them; watching for difficulties indicated by supervisor.

850. *Working in committee with supervisor*

851. *Making standardized reports to supervisor*

852. *Presenting complaints to supervisor*

853. *Reporting needs to supervisor*

854. *Securing official approval of proposed plans by supervisor*

855. *Securing action on decisions arrived at with supervisor*

856. *Obtaining advice and information from supervisor*

857. *Obtaining assistance from supervisor*
Conferring with supervisor about plans and teaching problems. Conferring includes consulting, discussing, interviewing, keeping in touch with, submitting plans. Conferences are held concerning various school subjects, e.g., classification of pupils, class problems and procedures, plans, materials, necessary equipment, remedies, results of tests, textbooks. Encouraging supervisor to inspect work; encouraging visits from the supervisor; determining what can be done to secure helpful supervision of work; asking supervisor's advice on teaching problems; conferring with supervisor about pupils, their personal fitness, problems, scholarship; reporting unsatisfactory work of pupils to supervisor.

858. *Receiving supervisory aid from supervisor*
Receiving supervision; receiving visits from supervisor; teaching under supervisor's observation;

analyzing recitation with supervisor's aid; discussing means of applying supervisor's suggestions; attending meetings called by supervisor.

859. **O. Relations with other teachers:**
Co-operating with teachers in other departments. Co-operating includes assisting, working in harmony. Co-operation is exercised in all matters, e.g., in giving pupils practical experience, in special projects, in supplementary reading. The specific departments mentioned are art, English, manual training, mathematics. Conferring with teacher on matters of common interest; conferring individually or in groups with other teachers about matters of co-operative effort, discipline, rating of work, work.

860. *Participating in meetings with other teachers*
Giving talks in faculty meetings (see Division VI for other activities of teachers in faculty meetings). Attending faculty meetings of different groups (departmental, staff as whole, grade, home room) called by various persons at various times (every term, month, week, day).

861. *Meeting socially with other teachers*

862. *Securing cordial relations with other teachers*
Securing pleasant relations among the staff as a whole; settling disputes, misunderstandings among teachers; greeting teachers in a pleasant manner; determining methods to develop team work. Respecting other teachers; observing the conventions of the profession; refraining from criticizing a fellow-teacher destructively; attaining one's aim with the respect of co-workers. Entertaining other teachers over the week-end, at garden lunch.

863. *Securing departmental co-operation of other teachers*
Securing the co-operating of teachers in other departments; interviewing teachers to secure co-

operation; making suggestions to show relations between own work and others'; inducing other teachers to co-operate; arranging for co-operating between departments.

864. *Developing professional spirit in other teachers*
Working with other teachers to improve professional spirit; calling attention to articles in educational journals; describing new books and articles to other teachers; supplying other teachers with professional reading; urging teachers to attend school functions; making suggestions to increase respect of teachers for their profession; advising teachers to finish for their degrees.

865. *Giving advice and information on occasion to other teachers*

866. *Giving directions to other teachers*

867. *Assisting other teachers in major projects*
Assisting involves working with other teachers on current school problems in which co-operation is essential. The following activities require co-operation:

a) Correlating own work with that of teachers in grades above and below.
b) Supporting teachers'-pension scheme.
c) Assisting in drives and campaigns for school purposes.
d) Assisting in curriculum making.
e) Conducting research work.
f) Helping to make surveys.
g) Associating and co-operating with other teachers' group activities. Associating and co-operating in group activities means appearing on programs, attending, helping to serve and plan, playing, securing participation of other teachers, serving on committee, taking part. The activities were reported in con-

nection with faculty luncheons, faculty athletic teams, parties, social affairs.

h) Co-operating with other teachers in school and class management: sending class assignments to study-hall teacher to check pupils' work; supplying detention-hall keeper with list of detained pupils and reasons therefor; helping supervise conduct on playgrounds and in halls.

i) Associating and co-operating with other teachers in directing organized pupil activities. Associating and co-operating means advising, aiding, assuming responsibility for, conducting with, assigning teachers to special tasks, attending committee meetings, helping to plan, holding meetings, invited interest, making things, managing, securing co-operation, supervising (see Division III for types of pupil activities).

j) Assisting in collection and organization of curriculum material: suggesting textbooks; attending meetings to discuss course of study; co-operating in making new courses of study; assisting in collecting material; serving on course-of-study committee; assisting in revising course of study; discussing plans of courses; preparing a curriculum; consulting other teachers relative to course of study; supplying syllabi of courses.

k) Co-operating with teachers in testing: helping proctor examinations; helping score achievement and intelligence tests; assisting in compiling examinations; helping other teachers give tests; supervising correspondence examinations.

l) Co-operating in the making of reports and records: signing notices to be returned to

other teachers; sending notices and inquiries to teachers concerned, returning same to teachers concerned; following up unsatisfactory reports; helping teachers make out requisitions; making out excuses for class teachers; notifying teachers of missing reports; receiving reports from other teachers.

m) Co-operating with other teachers in dealing with school supplies and materials: supervising the use of materials; conversing about them, distributing, exchanging, lending them.

n) Associating and co-operating with other teachers in connection with community enterprises. Associating and co-operating means assisting with, co-operating in, serving on, taking charge of.

868. *Assisting other teachers in minor duties*

Performing personal services for teachers; preparing materials for their use; transporting teachers in own auto; advising teachers about suitable decorations; giving advice regarding the placing of furniture, selecting and hanging of pictures. Securing aid for sick teachers; visiting sick teachers; performing services at time of death in another teacher's family.

869. *Substituting for other teachers*

Acting as substitute for another teacher in her absence; exchanging classes with another teacher; teaching special subjects for other teachers.

870. *Working on committee with other teachers*

Doing committee work. Doing means assisting on, meeting with, serving on, working on.

871. *Acting as mediator between other persons and other teachers*

872. *Inspecting work of other teachers*

873. *Assisting in supervision of other teachers*

Helping individual teachers to locate and remove their teaching difficulties. Helping means helping to see, to find a remedy, to overcome. The activities are reported in connection with bad tendencies on part of teacher, breaking of bad habits, changes in methods and technique, conception of purpose, developing reputation for "squareness," practical skill, inability to direct seat work, need of adjustment to individual differences, weak points. Supervising work of other teachers. Supervising means advising, assisting, checking over, criticizing, determining, developing, discussing, emphasizing, informing, instructing, interviewing, meeting with, noting, rating, suggesting, training, upholding. The foregoing are reported in connection with English, keeping order, lesson plans, making of outlines, poor-work notices, professional growth of teachers under supervision, quality of work, requisitions, statements of teachers challenged by pupils, system of grading, teaching. Assisting new teachers to become accustomed to their positions; assisting new teachers to prepare course of study; explaining school traditions; visiting new teacher who is a stranger in community; meeting and entertaining new teacher; acquainting new teacher with the community. Holding classes for teachers whose training is deficient, whose handwriting is deficient; giving demonstration lessons for other teachers; assisting other teachers in handling individual pupils; assisting teachers to decide on procedures with different pupils; disciplining pupils sent by other teachers; witnessing punishment of pupils by other teachers; interviewing teachers about pupils; discussing progress of various pupils, means of improving work

of pupils; furnishing information about pupils; defending pupils to teacher; adjusting trouble between teacher and pupils; assisting in passing on special promotion cases. Assisting occasionally, regularly, in other schools in preparing programs (e.g., for Play Day); attending various functions in rural schools to promote friendliness.

874. *Obtaining advice and information from other teachers* Securing the advice and assistance of other teachers in performance of own duties; getting help in selecting material, methods of teaching, and methods of class management; having another teacher as witness in case of corporal punishment; seeking advice on discipline, course of study; securing suggestions for improving pupil's work; arranging for other teachers to speak to own group.

875. *Obtaining assistance from other teachers*

876. **P. Relations with substitute teacher:**

877. *Securing cordial relations with substitute teacher*

878. *Giving advice and information on occasion to substitute teacher*

879. *Giving directions to substitute teacher*

880. **Q. Relations with visiting teacher:** Conferring with visiting teacher about pupils.

881. *Securing cordial relations with visiting teacher.*

SUPPLEMENTARY ACTIVITIES OF DIVISION IV

The table shown on the following page distinguishes activities of two types. The first type is indicated in the table by the letter "C," which represents the activities of Division IV that appear both in the check-list and in the full list. The second type of activity is indicated in the table by the letter "S," which refers to activities of Division IV shown on a supplementary list that is contained in the *Official*

Record. The difference between the activities marked "C" and those marked "S" is that the former are reported as performed by 25 per cent or more of representative groups of teachers, whereas the activities marked "S" are performed by *less* than 25 per cent of the teachers reporting.

ACTIVITIES IN FULL LIST, DIVISION IV AND IN SUPPLEMENTARY LIST

Type Activities	Board (Local)	Board (State)	Bus Driver	Cafeteria Manager	Clerk	Coach	Counselor	Custodian of Supplies	Dean of Women
1. Securing position from	C	...	...	...	...	...	...	...	...
2. Securing promotion from	C	...	...	...	...	...	...	...	...
3. Offering resignation to	C	...	...	...	...	...	...	...	...
4. Participating in meetings called by	C	...	...	...	...	...	...	...	...
5. Meeting socially with	C	...	...	...	...	...	...	...	...
6. Securing cordial relations with	C	...	...	...	...	...	...	...	C
7. Securing departmental co-operation of	...	...	...	...	...	...	...	...	...
8. Developing professional spirit in	C	...	...	...	...	...	...	...	...
9. Supporting policies of	C	...	...	...	...	...	...	...	C
10. Making use of facilities provided by	C	...	...	S	...	...	...	C	...
11. Attending to school visits of	C	...	...	...	...	...	...	...	...
12. Making professional visits to	C	S	...	...	...	...	...	...	...
13. Offering recommendations in matters of school policy to	C	...	...	...	...	...	...	...	...
14. Acting as faculty advisor to	...	...	...	S	...	S	...	...	...
15. Giving advice and information on occasion to	C	...	...	...	...	...	...	...	...
16. Giving directions to	...	...	...	...	...	...	...	...	...
17. Assisting—in major projects	C	...	...	...	...	...	...	...	...
18. Assisting—in minor duties	C	S	S	S	S	S	S	...	...
19. Substituting for	...	...	...	...	...	...	...	...	...
20. Following directions and instructions of	C	...	...	...	...	...	...	...	...
21. Working in committee with	C	...	...	...	...	...	...	...	...
22. Acting as mediator between other persons and	...	...	...	...	...	...	...	...	...
23. Inspecting work of	...	...	...	...	...	...	...	...	...
24. Assisting in supervision of	...	...	...	...	...	...	...	...	...
25. Hiring	...	...	...	...	...	...	...	...	...
26. Recommending other teachers to	C	...	...	...	...	...	...	...	...
27. Making standardized reports to	C	...	...	...	...	...	...	...	...
28. Referring matters (duties of office) to	C	...	...	...	S	...	S	...	...
29. Presenting complaints to	C	...	...	...	...	...	...	...	...
30. Reporting needs to	C	...	...	...	...	...	...	C	...
31. Securing official approval of proposed plans, by	C	...	...	...	...	...	...	...	...
32. Securing action on decisions arrived at with	C	...	...	...	...	...	...	...	...
33. Obtaining advice and information from	C	...	...	...	...	...	...	...	...
34. Obtaining assistance from	C	...	...	...	...	S	S	...	...
35. Receiving supervisory aid from	...	...	...	...	...	...	...	...	...
36. Securing supplies from	C	...	...	...	...	...	...	C	...

ACTIVITIES IN FULL LIST, DIVISION IV AND IN SUPPLEMENTARY LIST—*Continued*

Type Activities	Dentist	Department Head	State Inspector	Janitor	Librarian	Matron	Nurse	Physician	Principal
1. Securing position from	...	...	...	...	...	...	...	...	C
2. Securing promotion from	...	...	...	...	...	...	...	...	C
3. Offering resignation to	...	...	...	...	...	...	...	...	C
4. Participating in meetings called by	...	C	...	...	...	...	...	...	C
5. Meeting socially with	...	C	...	...	C	...	...	C	C
6. Securing cordial relations with	...	C	...	C	C	...	C	...	C
7. Securing departmental co-operation of	...	C	...	...	C	...	...	...	C
8. Developing professional spirit in	...	...	...	...	...	...	...	...	...
9. Supporting policies of	...	C	...	...	C	...	C	C	C
10. Making use of facilities provided by	...	C	...	...	C	...	C	C	C
11. Attending to school visits of	...	...	S	...	...	...	C	C	C
12. Making professional visits to	...	...	...	...	...	...	C	...	C
13. Offering recommendations in matters of school policy to	...	...	...	...	...	...	...	...	C
14. Acting as faculty advisor to	...	...	...	...	S	...	S	...	...
15. Giving advice and information on occasion to	...	C	...	C	...	...	C	...	C
16. Giving directions to	...	...	...	C	...	...	...	...	...
17. Assisting—in major projects	...	C	...	...	...	...	C	...	C
18. Assisting—in minor duties	S	C	...	S	S	S	C	S	C
19. Substituting for	...	...	...	...	...	...	...	...	...
20. Following directions and instructions of	...	C	...	...	...	...	C	C	C
21. Working in committee with	...	C	...	...	...	...	...	...	C
22. Acting as mediator between other persons and	...	...	...	...	...	...	...	...	C
23. Inspecting the work of	...	...	...	S	...	...	...	...	...
24. Assisting in supervision of	...	...	...	...	...	...	...	...	...
25. Hiring	...	...	...	S	...	...	...	...	...
26. Recommending other teachers to	...	...	...	...	...	...	...	...	C
27. Making standardized reports to	...	C	...	...	...	...	...	...	C
28. Referring matters (duties of office) to	S	...	...	...	...	...	S	S	C
29. Presenting complaints to	...	...	...	C	...	...	...	...	C
30. Reporting needs to	...	C	...	C	...	...	...	...	C
31. Securing official approval of proposed plans, by	...	C	...	...	...	...	...	...	C
32. Securing action on decisions arrived at with	...	C	...	...	...	...	...	...	C
33. Obtaining advice and information from	...	C	...	...	...	...	C	C	C
34. Obtaining assistance from	...	C	...	...	S	...	C	C	C
35. Receiving supervisory aid from	...	S	...	...	...	...	...	...	C
36. Securing supplies from	...	C	...	C	...	...	...	...	C

ACTIVITIES IN FULL LIST, DIVISION IV AND IN SUPPLEMENTARY LIST—*Continued*

Type Activities	Superintendent	Assistant Superintendent	State Superintendent	County Superintendent	Supervisor	Traffic Officer	Truant Officer	Other Teachers	Substitute Teacher	Visiting Teacher
1. Securing position from	C	...	...	C	...	...	...	...	...	...
2. Securing promotion from	C	...	...	...	...	...	...	...	...	...
3. Offering resignation to	C	...	...	...	...	...	...	...	...	...
4. Participating in meetings called by	C	C	...	C	C	...	...	C	...	...
5. Meeting socially with	C	...	...	C	C	...	...	C	...	...
6. Securing cordial relations with	C	S	...	C	C	...	...	C	C	C
7. Securing departmental co-operation of	C	...	...	C	C	...	...	C	..	...
8. Developing professional spirit in	...	...	...	...	...	...	...	C	...	...
9. Supporting policies of	C	...	C	C	C	...	...	...	...	...
10. Making use of facilities provided by	C	...	...	C	C	...	...	...	...	...
11. Attending to school visits of	C	...	S	C	C	...	...	S	...	...
12. Making professional visits to	C	...	...	C	C	...	...	...	...	...
13. Offering recommendations in matters of school policy to	C	...	...	...	C	...	...	...	...	...
14. Acting as faculty advisor to	...	...	...	...	...	...	...	...	...	...
15. Giving advice and information on occasion to	C	S	...	S	...	...	...	C	C	S
16. Giving directions to	...	...	...	...	...	...	...	C	C	...
17. Assisting—in major projects	C	...	S	...	C	...	S	C	S	...
18. Assisting—in minor duties	C	...	...	S	C	S	...	C	...	S
19. Substituting for	...	...	...	...	...	...	...	C	...	...
20. Following directions and instructions of	C	S	...	C	C	...	...	...	...	...
21. Working in committee with	C	...	...	...	C	...	...	C	...	...
22. Acting as mediator between other persons and	C	...	...	...	...	...	...	C	...	...
23. Inspecting work of	...	...	...	...	S	...	S	C	...	...
24. Assisting in supervision of	...	...	...	...	...	...	...	C	...	...
25. Hiring	...	...	...	...	...	...	...	...	...	...
26. Recommending other teachers to	C	...	...	...	...	...	...	...	...	...
27. Making standardized reports to	C	...	S	C	C	...	...	...	...	...
28. Referring matters (duties of office) to	C	...	...	C	S	...	...	...	...	...
29. Presenting complaints to	C	...	...	C	C	...	...	...	...	...
30. Reporting needs to	C	...	...	C	C	...	...	...	...	...
31. Securing official approval of proposed plans, by	C	...	...	C	C	...	...	...	...	...
32. Securing action on decisions arrived at with	C	...	...	C	C	...	...	...	...	...
33. Obtaining advice and information from	C	...	...	C	C	...	...	C	...	S
34. Obtaining assistance from	C	...	...	C	C	...	S	C	...	...
35. Receiving supervisory aid from	C	S	...	C	C	...	...	S	...	...
36. Securing supplies from	C	...	...	C	...	...	...	...	...	...

DIVISION V

TEACHERS' ACTIVITIES INVOLVING RELATIONS WITH MEMBERS OF SCHOOL COMMUNITY

In the following list the various community groups appear only once. In the check-list the groups are repeated in connection with each activity which involves a relationship between the teacher and the group.

A. Relations with the community at large:

882. *Giving advice and information to members of community*

Helping, advising in personal problems: advising foreigners concerning personal matters, social conduct; assisting university cadets in choice of textbooks, course of study; helping young people to develop balanced philosophy of life. Writing, editing, school news for local newspapers (advertisements of school affairs; news items, notices, publicity articles giving results of community surveys, reports of project work; special articles covering school affairs; column of school notes for Sunday paper; letter covering school matters for weekly paper). Broadcasting over radio.

887. *Giving assistance to members of community*

Arranging for symphony orchestra and other concerts, managing sale of tickets for same; arranging for representation of school in patriotic parade; giving Labor Day parade showing occupations of community; holding religious meetings in schoolhouse for community; helping with, taking part in programs and activities at community social gatherings, e.g., acting as hostess, helping serve refreshments, teaching and supervising games; managing town baseball team; organizing auction sales to sell goods of all kinds;

organizing judging contests; planning and putting on style show with other home economics teachers; planning programs for community meetings and gatherings (baby shows, bazaars, pet-animal shows); promoting making of community surveys; selling tickets for school and community activities; serving on community committees (e.g., as chairman of Red Cross financial committee). Giving professional service: acting as chaperon for pupils, for other young people; acting as interpreter for community clinic; acting as judge at county fairs; aiding the physical examinations of all children and babies in community; answering practical science questions for interested persons in community; assisting citizens to prepare addresses and papers; coaching business girls' teams; giving music lessons; hiring matron for children of members of mothers' Americanization class; organizing, advertising, teaching classes or schools (Americanization and citizenship classes, class in health work for mothers, evening art schools for adults, night school for foreigners; opportunity schools; private kindergarten during month of June; reducing classes for women; swimming classes for children and mothers); organizing and conducting story hour at public library; playing musical instruments on special occasions; testing new devices for patentees; training cadets from university; tutoring outside of school.

895. *Obtaining advice and information from members of community*

Conferring with members of community to determine local needs in vocational fields in which instruction is to be given, to locate sources of assistance to vocational program; determining

curriculum through conferences with people in community, through surveys (community surveys, local community-wide farm surveys, surveys through industries, surveys or occupations of school graduates. Gathering and compiling data for community history; investigating cases of children not in school; securing information concerning new pupils; securing names of prospective vocational students from boys in classes, from former students, through local surveys; studying living conditions of people in community; taking school census.

900. *Obtaining assistance from members of community*
Arranging for benefit movies, for student excursions; collecting curriculum material, illustrative material from all sources to help in teaching; engaging speakers for school functions (college hero to address high-school rally, college professors to address Seniors, speaker for commencement, for opening exercises); making use of community facilities for aiding school work, e.g., getting as much help as possible from material at public library, making use of plans for co-operation between city schools and art museum. Securing assistance for needy in community: collecting material for and delivering Christmas and Thanksgiving baskets to needy; inducing wealthy individuals in community to finance education of worthy pupils; interviewing town chairman to get aid for needy children during disaster (cyclone, fire, flood), collecting clothes, money, for same; reporting to community organizations (e.g., Rotary club) cases of crippled children; securing aid (financial, medical) for destitute families, needy children; securing help for poor parents in order that their children may stay in school; securing homes for orphan children.

905. *Establishing and maintaining cordial relations with members of community*

Acting as judge at declamatory and oratorical contests; arranging for and marching in school parades; assisting pupils in financial, social, relations with public, e.g., holding Christmas and closing day entertainments, holding socials to raise money for school, managing students' refreshment stand at county field and track meet, selling cold drinks at school pageant, selling school products (baked goods, candy) in stores, selling tickets at games, attending, keeping gate for, extra-curricular activities of school open to public; borrowing from neighborhood costumes, furniture, for school play, returning same to owners; dealing tactfully with grievances of individuals against school (e.g., pacifying hotel owner in whose house athletic team has raised disturbances). Maintaining contacts with former pupils, e.g., consulting former pupils with regard to problems of their employment, visiting projects of former pupils.

910. *Developing a co-operative spirit in community members*

Advising newcomers in community to join parent-teacher association; advising, persuading, women of community to register and vote; arranging for community members to act as patronesses and patrons for school events. Campaigning in interests of school or for social groups, e.g., campaigning for school bond issue, school library funds, school term of nine instead of eight months, for church-college endowment, for hospital fund; doing house-to-house visiting for betterment of homes in mill villages; establishing recreational centers for community. Informing the community regarding the work of various school departments by exhibits of work, by showing new

apparatus and buildings, by telling visitors about work; educating public to realization of importance of play in education of small child; enlisting public's interest in and support for school (by bulletin-board publicity, by display of charts at meetings and in public places, through former students, through public demonstrations of school work, through school entertainments, plays, programs for benefit of public); locating centers of opposition to vocational education; popularizing vocational education through articles in local publications, through personal participation in civic and social life.

915. *Attending to school visits of members of community*
Assisting in receiving parents and other visitors at school, school parties; receiving, interviewing visitors other than parents at school; showing visitors to desired rooms, over buildings and grounds; co-operating as nearly as possible with wishes of visitors of all kinds.

930. *Participating in community meetings*
Making reports on educational investigations to civic gatherings; speaking at public meetings; communicating the results of an investigation to an audience; giving talks on subject taught; talking at theater during better speech week.

935. *Conducting business transactions with members of community*
Conducting school business: arranging for manual labor to be done on school ground; getting someone to run moving-picture machine, to repack and send back movie film; providing entertainment for out-of-town judges; securing best possible boarding and rooming places for self, for other teachers, for pupils not transported; securing homes where pupils may be self-support-

ing while in school; securing rooming and boarding places for children not transported.

B. Relations with occupational groups:

Consulting with members of occupational groups; investigating adaptation of industry to locality.

882. *Giving advice and information to occupational groups*

Advising occupational groups and members of occupational groups; encouraging farmers to diversify farming; encouraging young people to stay on farms; preparing farmers to take part in local contest, county contest, state contests. Giving information about school matters to newspaper reporters. Representing schools in official capacity, on local censor board, at meetings of park commission. Visiting, keeping in touch with, employers; securing optimum working conditions for pupils or others; seeing that pupils who are working are not exploited; investigating night work; working for better sanitation, better working conditions in factories. Testifying in law cases; witnessing in court for present and former pupils.

887. *Giving assistance to occupational groups*

Sponsoring and promoting civic enterprises; sponsoring public library; serving on committee to make city-wide tests; seeing to tending of trees planted on Arbor Day; getting a consolidated school district to gravel its road; getting town to oil its street. Organizing or directing work of group, e.g., working with newsboys, organizing annually open-air farmers' chautauqua, aiding in securing play fields for factory employees; directing group programs, directing and taking part in programs or farmers' meetings, managing Christmas program at county hospital. Giving professional service, e.g., doing chorus work at

libraries for special occasions, teaching young men not in school, but farming, serving on election board, assisting city officer, investigating city charters, rendering veterinary service to community, planning farm studies, surveying farm tile system, installing irrigating system, planning sewage system for small towns. Helping in the personal problems of members of occupational groups, or teaching in the sense of helping; acting as interpreter and advisor in civic matters to groups of foreign citizens; teaching purchasers how to detect adulterations in fertilizer, milk, seed; translating foreign mail for business men; helping make out income-tax reports; bringing extension workers to help with solution of local problems; pruning trees, treating oats, potatoes, seeds, for farmers; aiding in exterminating pests (flies, mosquitoes, tent caterpillars). Assisting in contests conducted by groups, e.g., grading dresses in merchants' contest; sending speed-test papers in typing to companies. Conducting tours, e.g., conducting project inspection tours for farmers, for local and state officials, for others that are interested; taking groups to visit prominent farms, state agricultural college. Helping with work of the county agent, e.g., distributing seeds, taking charge of a farm bureau concession.

895. *Obtaining advice and information from occupational groups*

Obtaining information through interviews with members of groups; studying machinery on farms; visiting farmers in order to become familiar with local problems; visiting city council meetings; observing city officers at work; becoming familiar with plans for co-operation between city schools and art museum; visiting

regular state elections. Securing names of prospective vocational students from county agents, other officials, students, teachers; consulting with immigration bureau regarding status of foreign-born students. Writing letters to members of occupational groups, writing to fire and life insurance companies for material to use in classes; borrowing slides from companies which make them for advertising.

900. *Obtaining assistance from occupational groups*
Obtaining demonstrators, lecturers, speakers for school, e.g., asking county agent to demonstrate Babcock milk tester, arranging for presentation of letters and certificates to athletes by city playground officials, inviting lawyers and title-company representatives to speak to classes. Securing material setting for project teaching; locating facilities for employment for learners on the co-operative plan; entering into co-operative arrangements with farmers and state farm officials to conduct outside laboratory experiments on school land and on farms of community; conducting experiments with crops and stock on school land. Visiting groups for curriculum material in order to co-ordinate school course with local needs; finding practical uses of arithmetic by visiting local business places; going to federal building for weather reports; operating city newspaper for one day each year; obtaining assignments from city newspaper for students in journalism; taking charge of local store one day per semester; making curriculum for local school agricultural program based on consulting community farmers; meeting with organizations of workers and employers in fields in which instruction is to be given; working with employees to secure curriculum material; getting

material for school exhibits and for laboratory from county agents' trips and shows, from farmers, by serving as assistant at county fairs; securing exhibits for school from children's museum. Co-operating with state and county officials, e.g., securing support of state department of vocational education for promoting evening or part-time classes; bringing in county agent to help with solution of local problems; co-operating with county farm agent in many of his projects, maintaining close relationships with him; reporting to health officials cases of contagious diseases.

905. *Establishing cordial relations with occupational groups*

Making acquaintance of occupational groups; making personal contact with sources of supply (commercial houses, art museum); meeting book agents, business men, salesmen of athletic equipment; getting acquainted with bank by visiting; acquiring acquaintances among local engineers.

910. *Developing co-operative spirit*

Maintaining friendly co-operation in school matters; arranging with branch librarians for outside reading; arranging with county officials for civics day; maintaining co-operative relationship with prominent farmers and business men; arranging with farmers to do manual labor on school plots; assisting public librarian to check graded reading list for school children; inducing merchants to place project exhibits in store windows; having city mayor swear in a juvenile mayor for junior city government. Enlisting support of groups for school activities (athletics, events, entertainments); getting advertising for school paper from local merchants and industries. Securing

co-operation between farmers and state and federal agricultural men; arranging for talks by farmers and extension agents at community meetings and on farms; bringing in successful farmers to help with solution of local problems.

920. *Helping to enforce child-welfare laws*
Securing enforcement of school and civil law; warning dealers against, and prosecuting for, sale of liquor, cigarettes, and tobacco to minors; reporting cases of cripples and defectives to county judge to be sent to hospital. Conferring with head of children's court; obtaining legal aid in connection with truancy.

925. *Acting as mediator for occupation groups*
Acting as mediator in disputes between laborers and foremen; arranging relations between foremen and unions; visiting, keeping in touch with employers; improving sanitary conditions in factories; investigating night work, if any; attempting to see that pupils who are working are not exploited, seeking optimum working conditions for pupils.

930. *Participating in meetings or organizations of occupational groups*
Affiliating with various organizations of local business men and farmers; attending, participating in meetings of groups; e.g., attending farmers' meetings, attending short courses for farmers, attending farmers' institutes. Addressing, as speaker, occupational groups, e.g., explaining general aim of education to business men, speaking at farmers' meetings on food preservation, methods of canning, poultry.

935. *Conducting business transactions with occupational groups*
Prosecuting school business; renting hall for staging musical and dramatic productions; paying roy-

alty on plays; collecting for advertisements in school publications; arranging with managing directors of Chamber of Commerce for meetings; getting park permit for picnics; checking tickets and money in connection with excursions; acting as purchasing agent, buying decorations and treats, equipment needed by boys and farmers, material and patterns for home-economics pupils, materials for manual training; securing traveling library for use in school or community; engaging landscape gardener to improve school yard; arranging for summer camp for school clubs; establishing adenoid, tonsil, and tuberculosis clinics. Maintaining placement bureau to obtain employment for pupils outside of school hours and for Saturday and Sunday; asking business men to come to school when they need boys for work; conferring with business men as to fitness of pupil for work in their business; placing students as salesmen for practice as part of school work; securing work for parents of pupils.

C. Relations with parents of school community:

Conferring with parents concerning school work of their children, poor-work notices; conferring with parents to find the cause when children do not make usual progress; interviewing parents of failing pupils; discussing pupils' future study, other problems of pupils, with parents who visit office.

882. *Giving advice and information to parents*

Acquainting parents with nature of school work, interesting them in school work; staging plays to show parents what is being accomplished; convincing mothers of value of home economics work. Securing co-operation of home resources in health programs; advising parents concerning health of children; urging parents to put children

to bed early; to have children eat breakfast; advising parents about needed dentistry, adenoid trouble, tonsils; sending medical cards to parents after doctor has examined children; notifying parents of physical defects in children. Advising parents regarding their duties as parents; showing parents effect of absence upon pupil's success; advising parents about control of children at home; advising parents about child's future career, recommending colleges, high schools, summer schools; adjusting differences between pupils and parents. Reporting to parents anything of importance concerning their children; communicating with parents as to pupils' progress in school work, as to misconduct on way to and from school, and elsewhere; notifying parents about good work or some commendable example of conduct or effort. Sending reports to parents (absence notices, monthly report cards, nurse's report for parents' signatures, poor-work notices); reporting absence to parents by classmates, by telephone; telephoning inquiries and information regarding pupils to parents. Sending notes home for information regarding child's name, date of birth, parents' names; acknowledging notes from parents; writing courtesy letters to parents, special invitations to parent-teacher associations.

887. *Giving assistance to parents*

Assisting parents with their personal problems; giving personal assistance to parents needing help; holding community meetings for purpose of parent help; advising parents of former eight-grade pupils concerning pupils' high-school work; helping figure on carpeting, cementing, or papering problems in homes of children; instructing parents in preparing and exhibiting products

from the farm; giving parents lists of story books for Christmas buying; Americanizing foreign parents; interesting them in learning English as aid to teaching children. Informing parents of location of rest-room, other public buildings, in nearby cities.

892. *Meeting parents socially*

Making chance contact with, or acquaintance of, parent; endeavoring to meet parents tactfully and agreeably at school programs; becoming acquainted with mothers through teas, exhibits, plays, or meals served by class; developing friendship of parents by meeting them whenever possible, visiting homes on special occasions, in time of illness, whenever invited; calling on homes in special cases with "School is a good thing" propaganda; entertaining parents socially, giving dinners for parents.

895. *Obtaining advice and information from parents concerning pupils*

Discussing problems of pupil with parents; talking to parents concerning future study; receiving criticism of parents on school procedure, receiving critical notes, finding out parents' attitude toward school; meeting parents who come to school regarding discipline cases. Visiting homes to become familiar with home life of child, to study environment, food and clothing, home conditions; studying social habits of pupils and parents. Obtaining from parents curriculum material; making curriculum for local school agricultural program based on consulting fathers of boys. Consulting parents as to type of athletics pupils should engage in; communicating with parents as to pupils' need for home work; receiving absence excuses; finding causes of pupils' ill health. Securing pupils for school; securing names

of prospective students on project visitations. Keeping in touch, through parents, with former pupils; consulting parents of boys of preceding year.

905. *Establishing cordial relations with parents*
Showing interest in parents and dealing tactfully with them, being nice to fond parents who like to visit school; explaining to parents changes in teaching procedures; meeting mothers who are ex-teachers; adjusting differences between two parents. Getting information from parents about children recently come to school age; getting consent of parents for operation on child; tactfully helping mothers to make their children normal; breaking news to parents of serious accident or injury to pupils; expressing sympathy to parents in cases of illness, accident, or death in homes of pupils by personal visit, by sending flowers, note. Putting on program of entertainment for parents; giving musical program to interest foreign mothers in school.

910. *Developing a co-operative spirit on part of parents*
Securing co-operation of parents in their children's home work, home projects, school work; planning work with parents of pupils; visiting home projects at odd times; arranging for meetings of pupils' parents and other adults on project visits; arranging interviews between parents and supervisory officials. Having parents at school dinner served by pupils; interesting parents in attending annual school meeting; having parents act as judges in tests; developing project programs to interest parents.

915. *Attending to school visits of parents*
Welcoming parents as visitors to school at any time; urging parents to visit children at school; having one Parents' Day in the semester. Inter-

viewing parents at school; meeting parents who come inquiring about their children's progress.

920. *Helping to enforce child-welfare laws*
Requiring parents to obey school laws with respect to quarantine, vaccination, pupils' membership in fraternities, illegal absence of pupils, observance of quarantine, vaccination. Explaining justice of school laws to parents; helping parents to meet legal requirements; pointing out penalties for failure to observe child-welfare laws; emphasizing injurious effect of truancy upon pupils; explaining significance of quarantine laws to foreign-born parents.

D. Relations with social organizations:

882. *Giving advice and information to social organizations*
Acting as advisor to boys' and girls' groups, fraternal orders, advising parent-teacher association, other community organizations; helping clubs pick school gift; serving on advisory council of young peoples' organizations (e.g., Y.M.C.A., church societies).

887. *Giving assistance to social groups*
Organizing community groups (American Legion post, boys' club, cheer-up society, club for mothers of preschool-age children, commercial club, community choral society, co-operative market, farmers' club, literary society, men's glee club, parent-teacher association, sewing bees, story-tellers' club, Sunday school, W.C.T.U.). Performing general services for social groups: assisting directors in social settlement house, assisting in swimming pool at Y.M.C.A., Y.W.C.A.; devising decorations, posters, to assist church bazaars, community chests, hospitals, school bond issues, women's clubs; contributing to social organizations, e.g., contributing to community churches' projects, do-

nating to charitable organizations, furnishing food for organization dinners, sending delicacies to disabled veterans; co-operating with Little Theater movement; directing Boy Scout, Girl Scout, Junior Red Cross groups; fostering literary-social club for factory employees; giving bibliographies to libraries; securing co-operation of bankers, business men, in club work; supporting chautauqua, lyceum courses, selling tickets for same. Performing services by reason of special training: conducting special campaigns for organizations, dividing district for collection, handling funds and materials collected; instructing club members in parliamentary law; instructing, teaching special departments (e.g., women's club art-and-home department) of organizations; judging picture and poster contest sponsored by civic organizations; playing musical instrument, directing soloists, in church and Sunday school; playing solos with town band; preparing music for special meetings of clubs (Automobile, Kiwanis, Masonic). Performing special tasks for groups: listing names of needy families to receive Christmas donations of various organizations, providing transportation for out-of-town speakers at club meetings; taking Sunday school census; working at polls for League of Women Voters.

910. *Developing a co-operative spirit with social groups*
Obtaining interest and co-operation of civic and welfare organizations and other social groups in carrying on school work: asking club members to talk to pupils; consulting child-welfare organizations; entertaining parent-teacher association at schoolhouse once a year; giving pupil-programs for patrons (monthly), for social groups, presenting folk-dancing programs to clubs; suggesting to mothers' club ways and means of help-

ing pupils; securing needed articles for school in this way; urging, at women's club, need for kindergarten in every school. Representing school as advertising agent, delegate, salesman; representing school at meetings of chautauqua committee, chamber of commerce, civic league, parent-teacher association.

930. *Participating in meetings or organizations of social groups*

Affiliating with local chapters of fraternal organizations of which a member; joining clubs, social groups, of community (business men's or farmers' clubs, Little Theater association, parent-teacher association); joining commercial club in order to secure advertising for school paper; joining women's club in order to become better acquainted with mothers of community. Attending meetings of social organizations (lodge, parent-teacher association, Rotary club); attending older boys' conferences, public gatherings of parents, rehearsals, young peoples' meetings. Delivering addresses to social groups: addressing commercial club, parent-teacher association; speaking on vocational education before local organizations; talking at meetings of parents on exhibition days. Serving as delegate, member, officer, of social groups (as delegate to district convention of women's clubs; as member of church board, Sunday-school council; as officer of civic club, drama league, parent-teacher association, women's club, county federation of clubs, local club); serving as director, manager, of social groups and activities (directing physical training group, athletic contests, picnics; managing lyceum course; managing Red Cross, other relief work). Stimulating social groups to activity, getting parent-teacher association to do something for school.

DIVISION VI

TEACHERS' ACTIVITIES CONCERNED WITH PROFESSIONAL AND PERSONAL ADVANCEMENT

937. **A. Making professional contacts:**

938. *Joining and paying dues to organizations*

The following types of organizations are reported: Associations of teachers of special subjects (national associations, e.g., American Chemistry Teachers' Association, American Federation of Art Teachers, National Association of Teachers of English; sectional associations, e.g., Northwestern Art Association); associations of teachers of various grades (e.g., high-school teachers' club); general associations of local teachers (e.g., men teachers' association); general teachers' associations (state associations, e.g., Pennsylvania State Teachers' Association; sectional associations, e.g, New England Teachers' Association; national associations, e.g., National Education Association); general professional associations (e.g., Educational Research Association); alumni associations (e.g., Pratt Teachers' Alumni Association); educational fraternities (e.g., Phi Delta Kappa); social, cultural, and athletic organizations (bowling league, bridge club, brush-and-palette club, business club, camera club, choral club, classical club, hiking club, music club, plastic club, singing society).

939. *Serving organizations in official capacity*

Serving as officer, e.g., chairman, historian, president, publicity director, secretary, treasurer of an organization. Acting as representative, e.g., representing other teachers of staff, parent-teacher association, state teachers' association, teachers of a given school, women's club,

Y.M.C.A. Acting as special committee member, e.g., serving on advisory committee, committees on athletics, building decoration, cafeteria, child welfare, course of study, entertainment, health, library, membership, publication, publicity, purchasing, reception, refreshment, social activities. Acting as usher, door-keeper, handing out programs, taking charge of seating. Filling minor offices of organizations, acting as teller, ticket collector.

940. *Directing work of organizations*

Directing work of organizations and other groups, branch of American Association of University Women, mothers' club, music club, parent-teacher association, press club, Sunday school. Helping to direct organizations, serving on advisory cabinet, board of managers, executive council, staff. Conducting meetings, e.g., conducting, holding, taking charge of and presiding at meetings of groups, such as chapel exercises, county teachers' institute, humane society, local teachers' association, teachers' meetings. Planning and preparing programs of meetings of the organizations just indicated and others. Planning and preparing include arranging and selecting materials for programs, investigating attitude of audience toward program in order to meet demand, helping to prepare faculty stunts and other special numbers. Preparing for meetings of parent-teacher association, anticipating size of attendance, securing places to hold meetings, preparing room for meeting, planning and arranging decorations, preparing stage properties and settings. Leading study groups, faculty meetings in study of special topics. Arranging for reunions.

941. *Contributing to programs*

Addressing meetings of the foregoing types. Addressing includes acting as speaker or substitute speaker, interpreting by-laws, lecturing, presenting matters to meetings of organizations, urging payment of dues. Preparing for part in meetings of the foregoing types. Preparing includes planning and writing book reviews, lectures, papers, talks, practicing music. Appearing in programs of the foregoing types, giving reading, reading paper, telling story, leading discussion, singing, playing musical instrument, taking part in dramatic entertainments and pageants, reporting on conventions attended lectures, observations made in other schools, professional reading, results of experiments. Doing demonstration teaching at meetings; giving demonstrations of work and teaching at meetings of county teachers, methods clubs in connection with school, normal-school students, training classes, parent-teacher associations, senior high school evening schools. Making announcements at meetings, exhibiting work, directing music (choir, chorus); leading the singing at women's clubs.

942. *Performing routine duties of membership*

Attending professional meetings (see A 1 for types of professional meetings). Professional meetings are called at the following times: before and after school; at scheduled times during school; weekly; monthly; quarterly, and on special occasions. Meetings are called by administrative officers, heads of various school departments, committee chairmen, officers of school clubs, officers of organizations related to work of the school; by hall chairmen, home-room teachers, teachers of various grades, and special-subject teachers.

Groups for whom meetings are held include teachers of specified grades or building, teachers of a given department; teachers of a given community or of the ward, district, city, township, county, state, and nation. Registering at meetings, being on time at meetings; taking part in meetings; discussing questions at faculty meetings; giving attention to programs; taking notes; voting; supporting publications of organizations.

943. *Recruiting members for organizations*
Increasing membership by conducting helpful and informal publicity; encouraging attendance, making strangers feel at ease; giving information about prospective members.

944. *Developing morale of organization*
Creating enthusiasm for organization by showing loyalty toward organization, by giving organization favorable publicity in conversation, by upholding dignity of organization, by making each individual feel himself part of the group; entertaining members of the organization socially; serving refreshments at faculty meetings and at parent-teacher associations.

945. **B. Seeking to improve skill in teaching**

946. *Observing and reporting different types of teaching*
The following purposes were reported for which observations are made: to acquire the pupils' point of view, to become familiar with different methods of presenting subject matter, to check up educational theory, to devise better time-allotments for own work, to learn other methods of directing pupils' work efficiently, to make comparisons with own work, to prepare for teachers' examinations. Teaching is observed in other grades, other departments in the same school, in other schools of the same system and other systems in the town-

ship, in institutes, in training schools. The following points are mentioned as selected for observation and record: teaching methods, conduct of recitations, unusual devices for presentation, for projects, school organization and management, handling of apparatus, equipment, helps, illustrative material, supplies.

947. *Taking courses in professional subjects*

Planning to take courses; planning ways of financing advanced courses; studying catalogue announcements of schools; investigating degrees conferred by different schools; articulating courses taken with actual teaching work. Courses are attended in the following types of school: institutes (county, township), local colleges and universities, normal schools (city, summer, state), private correspondence schools, summer sessions (college and university, private academy, state normal). The following types of courses are mentioned: club study, correspondence, courses conducted by superintendent or principal, extension courses, graduate courses, night-school courses, private instruction, reading extension, reading school, regular term, Saturday courses, summer school. Examples of professional subjects studied are as follows: Americanization, arithmetic, art, craft work, drawing, educational measurements, educational psychology, English, first aid, foreign languages, history of education, home economics, hygiene, music, penmanship, public speaking, typewriting, vocational guidance.

948. *Obtaining reading material*

Providing one's self with reading material, e.g., choosing, collecting, purchasing, subscribing for. Materials mentioned are books, clippings, course-of-study manuals, magazines, newspapers.

949. *Reading for information*

Reading is reported as meaning looking over, keeping informed about and in touch with, maintaining interest in. Types of material read include subjects before mentioned, also new methods, new teaching devices, new theories, lesson plans, material related to subject taught, recent developments in experiments in teaching, school law, school publications (annual reports, bulletins, courses of study, manuals, pamphlets, surveys), state teaching requirements, reading which bears upon news of the day (current events, industrial conditions, politics, prices). Specific periodicals mentioned are represented by the following types: magazines and journals devoted to teaching of given subjects (*Classical Journal, School Science and Mathematics*); proceedings of associations of teachers of a given subject; proceedings of national, state, county, and local teachers' associations; proceedings of national associations devoted to major field of learning (proceedings of American Academy of Arts and Letters, National Academy of Political Science); state journals of education (*Florida State Journal of Education, Illinois Teacher*); general educational periodicals (*Journal of Educational Research, School Review*); general periodicals and magazines (*American Magazine, Atlantic Monthly, Review of Reviews, World's Work*); bi-monthly and weekly journals of opinion (*Literary Digest, Nation, New Republic*); juvenile publications (*Youth's Companion*). Types of material read by teachers in general include books (pupils' textbooks, teachers' textbooks, and vocational reference books), magazines (foregoing), newspapers (daily, educational, farm, local, out-of-state, state), pamphlets, school bulletins, school manuals.

950. *Studying and investigating professional problems*
Studying professional problems includes criticizing, familiarizing self with, finding out, hunting for, investigating, learning, mastering, noting, outlining, planning, preparing, reviewing. The subject matter consists of basic texts, new devices, new methods, research, teaching subjects, school conditions, school laws, scientific data. Materials consulted are books (professional books, textbooks), bulletins, supplementary material, teachers' bibliographies, bibliographies for subjects taught.

951. *Practicing in a special field*
Practicing in one's own field. Practicing includes conversing, painting, reading, sketching. Lines of work in which practice is carried on are accounting, art, farming, foreign languages, music, penmanship, shop work, shorthand, typewriting. Improving one's self professionally by vocational experience; carrying on practical work outside classroom or school; engaging in one outstanding piece of agricultural work each year; keeping in practice at skilful production; returning to industry at intervals, during vacation, thereby keeping up with changing conditions in the trade.

952. *Finding points of strength and weaknesses*
Studying one's self, diagnosing own weaknesses; estimating one's effectiveness as a teacher; criticizing one's self at individual conferences with supervisor; noting weaknesses in others to see if they apply to self; rating one's self by scales; formulating plan of action to overcome weaknesses.

953. *Seeking advice and information*
Seeking advice and criticism from principal, supervisor, other teachers, parents; inviting criticism of one's personal idiosyncracies; asking for sug-

gestive reading to overcome certain difficulties. Consulting specialists. Consulting includes conferring, talking with, writing to specialists in education, specialists in subject matter, specialists in teaching given subjects; carrying on personal correspondence with other teachers, with authors of textbooks.

954. *Accepting criticism in good spirit*
Accepting criticism and suggestions in good spirit. Accepting includes inviting, taking, responding to, using, profiting by. Information accepted includes advice, criticism, suggestions, from higher school officials and other teachers.

955. *Acting on suggestions regarding teaching technique*
Acting on suggestions from others regarding teaching technique; carrying out suggestions of higher officials; applying suggestions and instruction received at faculty meetings.

956. *Studying the community*
Studying community problems; studying local conditions in agriculture, school; studying local political situation, roads, status and needs of community. Visiting local institutions and industries. Visiting includes investigating, observing, studying, watching. The places visited are business houses, courthouses, factories, libraries, markets, mills, reformatories. Cultivating friends in other professions; learning and seeking advice from other professional men and women.

957. **C. Seeking to improve professional status:**

958. *Meeting standards of higher officials*
Securing different kinds of certificates, e.g., life certificate, life state certificate, regular and special state certificate, county certificate, junior

high-school certificate, higher grade certificate, "A" certificate, reading certificate (yearly), professional reading certificate, Palmer certificate. Renewing certificate, by taking examination, attending summer school, taking correspondence work; doing professional study, making report to county superintendent, paying a dollar. Taking promotional examinations for salary advance; noting changes in certification requirements.

959. *Co-operating in research*

Co-operating with others in research. Co-operating includes aiding and assisting. Co-operating with departments of education and school officials in giving of standardized tests in special subjects, in filling out questionnaires, in collecting data from other teachers, from parents, from pupils.

960. *Conducting independent research*

The following types of research are mentioned: curriculum construction, salary schedules, selection of methods applying to teaching of given grades and subjects, school organizations, study of school failures, teachers' living conditions, teacher's pensions.

961. *Preparing material for publication*

Writing books (laboratory manuals, textbooks, syllabi of courses of study); writing for newspapers (accounts of school meetings, advertising material, articles on organization activities, feature articles, reports of project work, travelogues); writing for professional journals (articles describing methods, results of research work; book reviews); writing plays, pageants; writing verse (occasional verse, songs); writing other material for publication, e.g., articles for contests, catalogue material (descriptive and historical material, description of course taught), essays for

organizations and societies. Editing publications, e.g., church papers, club magazines, public school music bulletin, teachers' bulletin. Giving interviews to newspaper reporters. Making designs, drawings, sketches of problems; illustrating for professional and non-professional publications.

962. *Securing more attractive position*
Locating desirable vacancies, making independent inquiries to ascertain whether vacancy exists in desired location, keeping eye open for positions likely to be vacant in future; enrolling with placement bureau of college or university, state teachers' registration bureau, state office of education's bureau of teacher placement, teacher's agency; applying for new position (by letter, in person).

963. *Appearing before the community*
Addressing community gatherings. Addressing includes lecturing, speaking. Gatherings are church affairs, club meetings, grange meetings, theater audiences, commencements. Making community surveys, financial, industrial.

964. **D. Providing for personal welfare:**

965. *Saving money*
Analyzing methods of economy; following an expense budget; maintaining a bank account, saving part of salary regularly each week or month.

966. *Working for adequate salary schedule in system*
Encouraging adequate salary schedules; preparing budget statistics of salary or increases for presentation to legislature, board, superintendent, or principal.

967. *Investing in securities*
Consulting banker for programs of wise investments; investing savings: buying real estate,

making payments on home (building and loan association), making payments on shares of stock, making payments on building-and-loan shares. Reinvesting income from land, from savings accounts.

968. *Taking out insurance*
Kinds of insurance reported are: accident, annuity, endowment, life, sickness, unemployment. Making payments to fund for disabled teachers. Types of funds reported are: loan and relief fund, mutual aid fund, protective association.

969. *Supplementing salary from outside sources*
The sources of supplementary income reported represent the following types: agricultural work (picking fruit), clerical work (helping in stores, acting as bookkeeper), commercial work (canvassing for orders), domestic work (waiting on tables), industrial work (carpentering), manufacturing (making radios), professional work (directing and supervising summer camps, giving private lessons and tutoring in special subjects, doing play ground work, painting china, playing in band and orchestra, reporting for local papers, serving as governess, as story-teller in library, singing in church choirs, teaching school subjects in evening school, extension class, summer schools), miscellaneous (acting as guide in national park, operating lantern for lecturer, refereeing basketball games).

970. *Taking physical examinations periodically*
Having personal health examination periodically; having physician prescribe remedial and constructive health program following physical examination.

971. *Taking sufficient exercise*
Taking health exercises on rising; taking corrective

exercises; exercising daily in the open air. Keeping a correct posture, walking, standing, sitting.

972. *Developing interest in good health*
Reading inspirational health literature.

973. *Avoiding risks to health*
Formulating and following general health and hygiene rules; consulting doctor and taking his advice; establishing regular habits, regular hours for meals, recreation, sleep, work; securing adequate rest, before and after meals, by leaves of absence; getting plenty of sleep; learning to relax; securing good ventilation in room for working and sleeping. Regulating diet, eating at regular hours, eating correct kinds of food, wholesome food. Dressing sensibly, in accordance with season and weather changes, wearing sensible shoes. Protecting eyes from strain; caring for teeth, having dental examination regularly. Avoiding contact with contagious diseases; being vaccinated for smallpox, inoculated with typhoid serum; paying attention to initial symptoms.

974. *Taking recreation*
The forms of recreation reported are represented by the following types: agricultural (cultivating gardens, raising poultry), arts and crafts (fancy needle work, painting china), nature study (photographing), athletic and physical (attending athletic contests, automobiling, bicycling, bowling, camping, dancing, fishing, hiking, horseback riding, hunting, playing indoor and outdoor games; spending vacations on farms and in mountains and summer resorts, swimming), cultural (attending meetings, conventions, lectures, lyceum course; reading fiction, biography; traveling; visiting art galleries, displays, museums, points

of historical and scenic interest), dramatic and musical (attending concerts, band and symphony, musicales, opera, private recitals); attending theaters and moving picture shows; playing musical instruments and taking part in amateur theatricals), domestic (caring for lawn, doing housework), literary (reading fiction, light essays, poetry), personal (shopping), social and civic (associating with friends, calling on, dining with, playing cards with; attending parties, banquets, dinners, luncheons, picnics, receptions, reunions; attending public social events, flower shows, industrial fairs).

975. *Traveling*

Teachers travel for professional advancement and improvement, for personal growth, and for mere pleasure involved. Teachers' travels are necessarily confined to vacation periods, e.g., Christmas, Easter, spring, and summer vacations, weekends, occasional holidays and leaves of absence. Places to which teachers travel are represented by the following examples reported: Europe, large cities, opposite sides of the continent, points of historical interest, national capital, national parks.

976. **E. Developing desirable traits:**[1]

977. *Traits which serve as example to pupils*

Striving systematically to set pupils a good example; exercising self-control in the face of irritation; being polite and courteous to impolite pupils; being on time when pupils are detained by other teachers: setting an example of open-mindedness by setting prejudices aside.

978. *Traits involved in winning of pupils' respect*

Keeping one's temper, repressing anger, irritation,

[1] See list of teachers' traits, pp. 223 ff.

desire to punish; not waiting for pupils to start something, taking initiative, seizing opportunities to show command of the situation; avoiding confidences, maintaining reserve, preserving dignity without being unfriendly.

979. *Traits involved in maintaining friendly relations with pupils*

Taking genuine personal interest in pupils' problems; listening to pupils' grievances, expressing sympathy at appropriate times; being tactful with pupils who are antagonistic; doing good turns for pupils, being generous and forgiving toward petty offenses; keeping cheerful, looking happy when feeling otherwise; indulging in good-natured kidding within proper limits; dropping classroom manners out of class.

DIVISION VII

TEACHERS' ACTIVITIES IN CONNECTION WITH SCHOOL PLANT AND SUPPLIES

980. **A. Activities in connection with school plant:**[1]

981. *Maintaining proper temperature in school buildings*
Securing proper heating in school, adjusting gas stoves, providing coal for coal stove; reading thermometer, recording temperature; sending for janitor to attend to heating apparatus.

982. *Securing proper lighting for all parts of school buildings*
Securing proper lighting conditions in school; adjusting shades; hanging curtains, washing windows; turning on lights as needed, off when not needed.

983. *Securing proper ventilation in schoolrooms and hallways*
Securing proper ventilation in school; adjusting fan ventilator; opening doors and windows for complete ventilation between periods; opening windows as needed.

984. *Keeping building clean and orderly*
Keeping school building clean, school building and grounds orderly; cleaning school building; sweeping and oiling floors; dusting furniture; detecting and remedying unsanitary conditions in buildings and on school grounds.

985. *Taking precautions against fire*
Protecting school against fire; inspecting fire escapes, fire extinguishers, regularly; unlocking fire escape door, eliminating fire traps.

986. *Making school grounds attractive*
Keeping school grounds orderly. Securing plants and flowers for classroom and school yard; tending shrubs and vines on school premises. Laying

[1] For items of school plant, see code No. 8.

out flower beds and playgrounds, planting grass, terracing.

987. *Making schoolrooms attractive*
Acting as interior decorator on occasion; arranging plants and flowers tastefully, covering flower pots, putting flowers in vases, caring for flowers and plants; making borders on blackboard; keeping classroom equipment clean and orderly, cleaning blackboards and other equipment, drawing shades to position, keeping classroom bookcases and other furniture in order. Planning and putting up decorations, decorating classroom (to suit season, months, special days and subjects), making and hanging decorations, charts, drawings, special posters for holidays, selecting and hanging pictures.

988. *Securing necessary space for class activities*
Providing space for classroom and extra-classroom activities and equipment; providing space for books, displays, exhibits, illustrative materials, special apparatus, supplies.

989. **B. Activities in connection with school supplies and equipment:**

990. *Ordering supplies*
Anticipating need for, ordering, buying supplies; ordering mimeographed copies of lesson plans from office; having special supplies manufactured; making out, issuing, order lists and requisition slips, for materials to replace school supplies worn out or lost, for new and additional equipment (books, illustrative and laboratory equipment, maps), for reference books; making out requisitions for repairs on school supplies; securing orders from superintendent; sending requisition for next year's supplies to secretary; submitting estimates received; subscribing to periodicals.

991. *Following up orders for supplies*
Having supplies delivered on time; using effective methods of getting supplies from school board.

992. *Selecting supplies*
Investigating, testing, different kinds of materials; securing sample materials and models for class discussion; selecting books from state library, equipment for indoor games, laboratory supplies, materials for costumes, plays for pupils to produce.

993. *Borrowing supplies*
Arranging for use of school supplies at place and time desired; getting books from state library.

994. *Arranging supplies for use*
Arranging kitchen for cooking classes; arranging school supplies conveniently for issuing, keeping illustrative materials available when needed, placing instruments, tools, where they will be found readily; preparing reference so that pupils at work on special problems may get it with minimum effort and time for themselves and teachers; placing own books on desk.

995. *Distributing supplies to pupils*
Providing supplies needed by new and indigent pupils; replenishing ink wells, paste jars, water tanks; supplying pupils with mending tissue.

996. *Making supplies and equipment*
Cutting paper into proper sizes for use; lettering cards with rubber stamps; making carbon copies of examination questions, preparing stencils for pupils; printing names and stories on cards to which pictures have been pasted; labeling and tagging articles, making models and charts.

997. *Making collections of supplies and equipment*
Collecting magazines for primary work and reference work in upper grades, collecting illustra-

tions and diagrams for special subjects, science specimens; gathering materials for holiday exercises, for project work, toys for foreign pupils.

998. *Maintaining supplies and equipment in condition for use*

Attending to condition of school supplies, attending to (feeding, watering) live specimens, preserving specimens for class and laboratory use; cutting crayons into proper size for use; cutting and bending glass tubing; grinding and sharpening tools; keeping pencils and crayons sharpened; repairing school supplies, having books mended by art department; inspecting school supplies regularly for condition; leaving classrooms, cloakrooms, playgrounds in clean and orderly condition; protecting school property, avoiding loss of school supplies, putting school supplies away after use, taking general care of school grounds, playgrounds.

999. *Cleaning supplies and equipment*

Cleaning, adjusting, washing school supplies; emptying accumulated waste; erasing blackboards before and after class.

1000. *Making records and reports concerning school supplies and equipment*

Making out records and reports concerning the repair of school equipment and supplies; recording and reporting classroom equipment and supplies, instructional and extra-classroom materials.

1001. *Managing funds for supplies and equipment*

Calculating costs of supplies for projects; checking and balancing school bills; evaluating, assessing, recording, reporting, pupils' fines for the abuse of school supplies; managing costs and accounts; recording and reporting cost of supplies damaged, lost, and not returned, subscription prices of periodicals, total current expenses; reporting to office sales of materials to pupils.

SECTION 5
CODE LISTS

The following codes apply to two or more of the divisions of the activity list. Codes applying to one division only are included in the summary paragraphs of the full list. Each code contains items that may be substituted for the title of the code. Thus any activity in which the title of a code appears can be made to cover a wide range of specific meanings by substituting the items of the appropriate code for the title.

1. PERSONS CALLING TEACHERS' MEETINGS
(Divisions IV and VI)

Chairman of grades
Clerk
Commissioner of education
Committee chairman
Assistant superintendent
Athletic director
Department head
President of teachers' council
Principal
Professional reading committee
School board
Supervising principal
Supervisor
Superintendent
    City
    County
Teacher of the group

2. GROUPS INVOLVED IN TEACHERS' MEETINGS
(Divisions IV and VI)

Building
City
Community
County
Department
District: city; county; state; nation
Hall
Nation
Section: nation; state; organization
Special subject
State
Township
Ward

3. TYPES OF REPORTS CONCERNING PUPILS
(Divisions II A, IV, and VI)

Absence (excuses for same)
Attendance
Banking
Classwork
Contests
Deportment
Dismissals
Extra-class activities

Health
Life-history
Marks
Monthly examinations
Poor work (to office)
Progress
Scholarship
Sick (to nurse)
Tardiness (excuses for same)
Transfers
Truancy
Withdrawals

4. TYPES OF REPORTS CONCERNING SUPPLIES
(Divisions IV, VII)

Condition of
Damaged
Fines (pupils')
Given out
In bad condition
In good condition
Lost
Needed
On hand
Received
Returned
Sold
To be repaired
Usable
Used

5. TYPES OF RECORDS CONCERNING PUPILS
(Divisions II A, III, IV, VII)

Absence
Attendance
Banking
Classwork
Dismissals, withdrawals, transfers
Extra-class activities
Health
Life-history
Marks
Nurse record
Progress
Tardiness
Truancy
Visitors

6. TYPES OF RECORDS CONCERNING SUPPLIES
(Divisions IV, VII)

Condition of
Damaged
Fines (pupils')
Given out
In bad condition
In good condition
Lost
Needed
On hand
Received
Returned
Sold
To be repaired
Usable
Used

7. TYPES OF SICK PUPILS
(Divisions II B, III, IV, V)

Bruises
Bumps
Chilling
Cuts
Epilepsy
Fainting
Frosted feet
Headache
Indigestion
Menstruation
Nosebleed
Sores
Toothache
Wounds

8. PARTS OF SCHOOL BUILDING
(Divisions II B, III, IV, VI, VII)

Activities room
Administrative rooms
Assembly
Auditorium
Basement
Cafeteria
Classroom
Cloak room
Detention room
Dormitory
Dressing room
Fountains
Fire escapes
Green house
Gymnasium
Halls
Home rooms
Hospital room
Laboratories
Lavatories
Library
Locker rooms
Lockers
Lunch rooms
Museum
Pool
Principal's room
Recitation rooms
Rest room
Session rooms
Shop
Showers
Stairs
Store rooms
Study halls
Superintendent's office
Teachers' room
Toilets
Trophy room

9. OFFICIALS TO WHOM REPORTS ARE SENT
(Divisions IV, VII)

Assistant superintendent
Athletic director
Class teachers
Clerk
Coach counsellor
County superintendent

Custodian of supplies
Department head
Health officer
Home room teacher
    Study hall teacher
    Recitation room teacher
    Session room teacher
    Report room teacher
    Report group teacher
Janitor
Librarian
Nurse
"Office"
Physician
Principal (high, elementary, night)
School Board
Secretary of School Board
State athletic confederation
State Superintendent
Superintendent
Supervisor
Truant officer
Visiting nurse
Visiting teacher
Vocational director

10. TIMES OF SCHOOL DAY
(Divisions II B, III, IV)

After school
Before school
Beginning of afternoon session
Class periods
Lunch time (milk, etc.)
Noon
Opening of exercises
Passage of classes (between periods)
Recess
Rest periods
When last bell rings

11. EVENTS IN SCHOOL YEAR
(Divisions III, IV, V, VI)

Admission day
Annual basketball tournament (county, district, state, national)
Annual high-school press association conference
Annual musical recital
Annual school board banquet
Annual picnic
Arbor Day
Armistice Day
Baccalaureate service
Boys' Night
Boys' Day
Campus Day
Christmas
Civic Day
Class Day
Class Night
Color Day
Commencement
Constitution Week
County teachers' association meeting

Decoration Day
District teachers' association meeting
Easter
Elections (state and national)
Exhibition Day
Fashion show
Father-son banquet
Field Day
Flag Day
Franklin's Birthday
Good-Roads Week
Hallowe'en
Health parade
Homecoming Day
Honor banquet
Junior-Senior banquet
Labor Day
Last day of school
Lee's Birthday
Loud-clothes day
Lowell's Birthday
May Day
May fête
Memorial Day
Monticello Day
Mother-daughter banquet
Poppy Day
Patrons' Day
Play Day
Raisin Day
Recognition Day
Rhode Island Independence Day
Roosevelt Day
School fair
Senior class play
Song festival
Spring exhibit
State teachers' association meeting
Student-teachers' day
Stunt Night
Temperance Day
Thanksgiving
Thomas Jefferson Week
Thrift Week
Valentine Day
Visiting Day
Visiting Week
Washington's Birthday

12. COMMUNITY HOLIDAYS AND CELEBRATIONS
(Divisions III, IV, V, VI)

Admission Day
Apple Week
Arbor Day
Armistice Day
Art Week
Band concerts
Better-Speech Week
Boys' Day
Child Day
Christmas
Church suppers
City beautiful campaign
Clean-up Week
Community Day
Community fair
Community fund drive
Constitution Week
County fair

Decoration Day
Easter
Education Week
Election Day
Feast of candles
Fire Prevention Week
First communion
Flag Day
Flower show
Friday night hour of fun
Funerals
Good Friday
Hallowe'en
Health Week
Homecoming Day
Jewish New Year
Labor Day
Lee's Birthday
Lincoln's Birthday
May Day
Memorial Day
Mothers' Day
Municipal Christmas tree
Music festival
Passover
Play festival
Poppy Day
Raisin Day
Red Cross enrolment
Rhode Island Independence Day
Rural Club Day
Salvation Army drive
School Day
Scout Field Day
Spring festival
Thanksgiving
Valentine Day
Washington's Birthday

13. COMMUNITY ORGANIZATIONS FOR YOUNG PEOPLE (Divisions III, V, VI)

Athletic teams
Audubon Society
Bluebirds
Boy Scouts
Boys' Corn Club
Baptists' Young People's Union
Campfire Girls
Cheer-up Club
Chorus Club
Christian Endeavor
De Molays
Drama society
Epworth League
Father and son organization
Garden Club
Girls' Camping Club
Girl Scouts
Girls' Reserves
Golf Club
High school alumni association
Hi-Y Club
Junior chamber of commerce
Junior choir
Junior Christian Endeavor
Junior Civic League
Junior Red Cross
Kings' Heralds
Library Story Hour Club
Lone Scouts
Luther League

Sunday school
Tennis Club
Town recreational club
4-H clubs
Young Ladies' Missionary Society

14. COMMUNITY SOCIAL ORGANIZATIONS
(Divisions III, V, VI)

American Federations of Labor
A.A.U.W.
A.T. and A.M.
American Legion
American Legion Auxiliary
Bridge Club
Business Girls' Club
Business Men's Evangelistic Club
Business and Professional Women's Club
Business Women's Club
B.P.O.E.
Child Welfare Club
Church
- B.Y.P.U.
- Christian Endeavor
- Church official board
- Circle Club
- Denominational council
- Epworth League
- Fortnightly
- Intermediate Endeavor
- Kings' Daughters
- Ladies' Aid Society
- Mission Study Club
- Missionary Society
- Queen Esther Circle
- Sunday school
- Westminster Guild
- "World Wide" Club

Civic Club
Community chest
Community Club Betterment League
Community League
Community Service
D.A.R.
Delphian Chapter
Eastern Star
Garden Club
High school alumni association
I.O.O.F.
Kensington
Kiwanis
League for Political Education
League of Women Voters
Lions' Club
Masonic Club
P.E.O.
Rebekah Lodge
Red Cross
Rotary
Safety Council
Salvation Army
Sewing and Cooking Club
Social service bureau
Story Tellers
Teachers' Club
U.D.C.
W.C.T.U.
Woman's Civic Club

Woman's Club
Woman's Foundation Club
Woman's Overseas Service Club
Y.M.C.A.
Young Woman's Social Club
Y.W.C.A.

15. SCHOOL SUBJECTS
(Divisions I, II, III, VI)

- Sciences
  - Botany
  - Geology
  - General science
  - Chemistry
  - Physics
  - Physiology
  - Nature study
  - Biology
- Commercial Subjects
  - Trade theory
  - Accounting
  - Typewriting
  - Bookkeeping
  - Shorthand
  - Commercial law
  - Business correspondence
- Foreign Languages
  - Spanish
  - German
  - French
  - Latin
- Social Sciences
  - Economics
  - Current events
  - Government
  - Americanization
  - History—Ancient, Modern, Medieval, U.S., European
  - Geography — Social and Commercial
  - Civics
- English
  - Poetry
  - Contemporary literature
  - Classics
  - Biography
  - Drama
  - Debating
  - Journalism
  - Dramatization
  - Composition
  - Language
  - Grammar
  - Phonics
  - Public speaking
  - Reading
  - Spelling
  - Penmanship
- Arts
  - Advertising
  - Music
  - Painting
  - Interior decorating
  - Costume design
  - Modeling
  - Poster-making
  - Drawing
- Home Economics
  - Food
  - Clothing
- Industrial Arts
  - Printing
  - Telegraphy

- Cabinet making
- Analytical drawing
- Drafting
- Mechanical drawing
- Machine design
- Repair work
- Woodwork
- Manual training
- Shop work

Agriculture
- Animal husbandry
- Agriculture
- Poultry

Physical Education
- First aid
- Calisthenics
- Plays and games
- Hygiene
- Athletics

Mathematics
- Arithmetic
- Trigonometry
- Algebra
- Solid geometry
- Plane geometry

16. OBJECTIVES OF EXCURSIONS, TOURS, TRIPS
(Divisions II B, III, V, VI, VII)

- Accounting departments (banks and stores)
- Art galleries
- Art institute
- Bakery
- Banks
- Brickyard
- Building project
- Canning factory
- City council meetings
- Clothing store
- Concerts
- Conservatory
- Contests at other schools
- County farm
- County offices
- Courts
- Creamery
- Dairy farm
- Department stores
- Exhibits
- Factories
- Fairs (county, state, community)
- Farm implement stores
- Farms
- Fishing sites
- Flower shops
- Ford show
- Gardens
- Glass factory
- Hatchery
- Hayrack rides into country
- High schools
- Hikes
- Historic movies
- Historical sites
- Historical society building
- Hospitals
- Hunting sites
- Ice plants
- Industrial plants
- Insane hospitals
- International Harvester Co.
- Lectures

Libraries
Maple sugar camp
Meat markets
Mills
Mines
Moving picture theaters
Municipal building
Museum
National capitol
Nature study excursions
Newspaper plants
Observatory
Orchards
Orchestra concerts
Outings
Parks
Pasteurization plants
Penitentiary
Polk
Post-office
Poultry farm
Power plant
Printing shop
Project inspection
Public market
Public sales (of pure-bred stock)
Quarries
Soap factory
Sorghum mills
Special schools
State agricultural college
State capitol
Stores
Street car rides
Summer camp
Taking children for a walk
Tours of literary exploration and adventure
Toy shop
Water plant
Weather bureau
Wild-flower exhibit
Woods
Zoo

17. PUPILS' TRAITS
(Divisions I B, II, III)

Ability to follow directions
Accuracy (copying statements, etc.)
Adaptable
Address, i.e., good address
Aimless
Alert
Ambitious
Animated (face, gestures)
Appearance (personal)
Application (to end)
Appreciation (humor, teacher, etc.)
Attentiveness (to detail)
Attitude—proper (parents, attendance)
Backward
Bashful
Bluffing
Boy-crazy
Brave
Bright
Bullying
Careful
Cautious
Character

Cheerful
Civic behavior
Clean (of speech)
Comprehension
Concentration
Confidence
Conformity to convention
Consideration for others
Consistent
Co-operativeness
Correctness
Courage
Courtesy
Creativeness
Curiosity
Definiteness of answer
Dependable
Desire to learn, do good work
Discrimination
Disposition—good
Dissatisfactory with one's knowledge
Dramatic sense
Ease at (in room) (of movement)
Economy
Effort
English—effective use
Emotions cultivated
Enjoyment
Enthusiasm
Exactness of speech
Expression of ideas
Fairness—fair play
Faithfulness
Feelings (cultivated)
Firm
Follow directions
Fortitude
Freedom (opposed to disorder)
Friendliness
Girl-crazy
Good citizenship
Good use of time
Grace of movement
Graciousness (in receiving criticism)
Greed
Grouchy
Group spirit
Habits—good
Happy
Health (habits of)
Helpful
Home (feel at)
Honest
Honor
Hospitality
Humility
Ideals (of life, friendship)
Imagination
Initiative
Intimidating
Impartial
Importance, sense of
Improvement
Inadequacy (of vocabulary)
Independence (of thought)
Indifference
Indolence
Industrious
Inertia
Initiative
Inquiry
Insolence

Interest (in pictures, subject matter, government)
Investigation (spirit of)
Joy in life
Judgment (good, suspended)
Just
Kind (to animals)
Lack of ambition
Lack of interest
Lack of school spirit
Laziness
Leadership
Legibility
Loser, good
Love of animals
Love of nature
Love of display
Love of noble deeds
Loyalty
Mannerly
Moral
Naturalness of speech
Neat
Obedient
Observant of relations
Open-minded
Orderly
Organizing thoughts
Original
Overconfidence
Oversensitive
Overzealous
Patient
Patriotic
Peculiar
Peppy
Persevering
"Personally developed"
"Personality"
Pessimism
Poised
Polite
Precise (in thinking, use of terms)
Prepared
Prompt
Proud (civic, personal)
Punctual
Purpose (having a)
Qualities (admirable)
Quietness
Race tolerance
Regularity (of attendance)
Remembrance (of facts)
Respect for
Respectfulness
Response, quick
Responsibility for
Responsiveness
Reticence
Revengefulness
Reverence
Ridicule (of physical and mental peculiarities)
Right attitudes toward life
Right feelings toward life
Self-activitiy
Self-confidence
Self-control
Self-connection
Selfishness
Self-reliance
Self-sacrificing
Sense of humor
Shyness
Sincerity

Sleepiness
Slovenliness
Slowness
Snobbish
Social responsibleness
Social sense
Speed
Spirit of getting by
Sportsmanship
Standards of conduct
Stubbornness
Subnormality
Suitability of dress
Suspending judgment
Suspiciousness
Sympathy for
Table manners
Tactful
Tastes (admirable—good literature)
Tattle-tale
Temperance
Thorough
Thoughtful (of others)
Thrift
Tidiness
Timidity
Tolerance
Triviality
Truthful
Unselfish
Untruthful
Unwillingness to leave task
Vicious
Vigorous
Voice (good, well modulated)
Vulgarity
Wholesomeness
Written expression (desire for)

18. ITEMS ON PUPILS' PERMANENT RECORDS
(Divisions II, III)

Absence for semester
Achievement
Address
Age
Attendance for semester
Conduct
Date
Date of birth
Date entered city school
Date physical exam
Date vaccination
Distance from school
Effort
Grade
Marks for semester
Name
Nationality
Parents' names
Parents' occupation
Telephone number
Place of birth
Room
Scholarship
School
Tardiness for semester
Yearly grades

19. CLASSROOM AND EXTRA-CLASSROOM EQUIPMENT
(Divisions II B, III, IV, VII)

- Agriculture equipment
- Apparatus
- Athletic
  - Suits
  - Goods
  - Equipment
- Basket, waste paper
- Bells
- Benches
- Blackboard
- Blackboard compasses
- Board, bean bag
- Bookcases
- Booths
- Boxes
- Bulletin boards
  - Pupils
  - Current clippings
  - Science
- Cabinets
  - Laboratory, bulletin material
  - Filing, art collections
    - Blue prints
    - Mechanical drawings
    - Tracings
- Cases
  - Apparatus
  - Book
  - Display
  - Laboratory
- Chairs
- Chalk trays
- Christmas tree
- Clock
- Crayon box
- Cupboard
- Curtains
- Cutters
  - Shop
  - Paper
  - Machine
- Desks
- Drinking fountains
- Drawing stools
- Drawing tables
- Furniture
- Grinder frames
- Inkwells
- Instruments
  - Laboratory
  - Musical
- Indoor ball
- Keys
- Kitchen utensils
- Lantern projection
- Lockers
- Laboratory equipment
- Machines
  - Picture
  - Sewing
- Machinery
- Machine bits
- Pictures
- Pencil sharpeners
- Racks
  - Magazine
- Sand table
- Shelves
  - Books
  - Display

Specimen bottles
Stage
  Scenery
  Properties
  Settings
Stoves
Tables
Typewriters
Victrola
Woodstock

20. CLASSROOM AND EXTRA-CLASSROOM SUPPLIES
(Divisions II B, III, IV, VII)

Animals
Aquarium
Athletic supplies
Ball of string
Banners
Baskets
  Thanksgiving
  Easter
  Christmas
Bean bags
Belts
Bible
Birds
Bits
Blackboard rulers
Blocks
Books
  Scrap
  Hand
  Text
  Supplementary
  Library
  Reference
  Children's
  Music
Book covers
Brushes
Calcium
Canaries
Candy
Cardboard
Carrots
Chalk
Charcoal
Clay
Cloth
Colors
Colored chalk
Compasses
Corks
Costumes
Crayfish
Crayolas
Crayons
Diplomas
Dishes
Drums
Electricity
Erasers
Favors
Food
Foot ruler
Gifts
  Easter
  Christmas
Glass cups
Glass tubing
Globes

Glue pots
Grain
Groceries
Horns
Ink
Instruments
Invitations
Labels
Laboratory equipment
Lacquer
Lumber
Magazines
Materials
    Costume
    Program
    Parties
Onions
Paints
Pamphlets
Pans of water
Papers
    Drawing
    For written work
    Penmanship
    Manila
    Second grade
    Rough unruled
    Ruled
    Unprinted newspaper
Paper trees
Parrots
Paste
Pease
Pencils
Penholders
Pens
    Plain
    Ruling
Periodicals
Pets
Pins
Place cards
Plants
Play money
Programs
Protractor
Publications
Rabbits
Reagent bottles
Rings
Sand
Saws
Scissors
Seeds
Sewing materials
Signs
Sponges
Square
Tablets
Toads
Tools
Towels
Toys
Transits
Turtles
Typewriter cleaning equipment
Valentines
Victrola needles
Victrola records
Volume measures
Wood

21. INSTRUCTIONAL AND EXTRA-CLASSROOM MATERIALS
(Divisions I, II, III, VII)

Arithmetic problems
Art work
Assignments
Booklets, holiday
Cards
Charts
Compositions
Copy
Clippings
Diagrams
Drawings
Examination questions
Exhibits
Films
Flash cards
Flowers
Green material
Maps
Maps, clay
Market list
Materials
    Laboratory
    Illustrative
    Supplementary
    Arithmetic
    Geography
    Experiments
    Manual work
    Photograph
    Mimeograph
    Sewing
    Occupational
    Reference
    Blackboard
    Lantern
    Lecture
    Holiday
    Extra work
    Hectograph
Microscope slides
Models
    Machine
    Laboratory
    Geometric
Music
Newspaper articles
Oak tags
Operettas
Pageants
Photographs
Pictures
Place cards
Plates
Plays
Posters
Printers dummy
Prints
Salt
Samples
    Grain
Scrap books
Shop work
Slides
Songs
Specimen
    Science
    Geography
Special apparatus

Speeches
Speed tests
Stencils
Talks
Tracings

22. TYPES OF EXTRA-CLASSROOM FUNDS
(Divisions III, VII)

Athletic events
Christmas seals
Class organizations
Entertainments
Hot lunches
Junior Red Cross
Milk
Pictures
Plays
Pupil organizations
School functions
Seeds
Thrift bank
Ticket sales

23. TIMES FOR PROFESSIONAL MEETINGS
(Divisions IV, VI)

After school
Autumn
Before classes
Beginning of semester
Christmas vacation
Close of semester
Days of week
  Monday
  Tuesday
  Wednesday
  Thursday
  Friday
  Saturday
Evening
Recess period
Spring
Summer
Thanksgiving vacation

24. TYPES OF PROFESSIONAL MEETINGS
(Divisions IV, V, VI)

Association
  County
  District (section of state)
  Sectional (section of association)
  State
Cabinet meeting
Circuit meeting
Conference
  County teachers'
  District
  High schools of state
  Local teachers'
  National teachers'
  Sectional
    Section of nation
    Section of state
    Section by subjects
  State

- Convention
  - National
  - Local
  - Sectional
    - Of nation
    - Of state
    - By subject
- County teachers' meeting
- Demonstration meeting
- District meeting
- Faculty meeting
- Federation meeting
- General school meeting
- General teachers' meeting
- Get-together meeting
- Group teachers' meeting
  - Building
  - Department
  - Hall
  - Special subject
- Institute
  - County
  - District
  - Local
  - Sectional (section of state)
  - Township
- Local teachers' meeting
- Lectures
  - Educational
  - Professional
- Parents' Meetings
  - Congress of parents and teachers
  - Home and school meetings
  - Home and school league
  - Mothers' club
  - Patrons' league
  - Patrons' meetings
  - Pension meetings
  - P.T.A.
  - P.T. Council
  - P.T. League
- Principal-teachers' organization meeting
- Principal-teachers' association meeting
- Reading circle meeting
- School council
- School board meeting
- Study circle
- Study club

25. TEACHER COMMITTEES
(Divisions IV, VI)

- Advisory
- Americanization
- Athletics
- Building beautification
- Cafeteria
- Child welfare
- Constitutional
- Course of study
- Decoration
- Educational
- Entertainment
- Examinations
- Health
- Library
- Membership
- Nomination

Program
Publicity
Publication
Purchasing
Reading circle
Reception
Refreshment
Regents
Salary scale
Social
State course of study
Textbook

SUMMARY TABLES SHOWING CURRICULAR VALUES OF THE ACTIVITIES AS ESTIMATED BY REPRESENTATIVE PROFESSIONAL GROUPS

TABLE A

Decile Ranks of Activities as Rated by Representative Groups of Teachers

Note.—The deciles are numbered from 1 to 10. The figure 1 represents the highest, the figure 10 represents the lowest decile.

This table is read as follows: The type activity No. 3, *Selecting objectives*, is rated by senior high school teachers in the third from the highest decile for Frequency of Performance (F), in the highest decile for Difficulty of Learning (D), in the highest decile for Importance (I), and in the highest decile for Desirability of Pre-Service Training (S). The composite rating (C) for the activity is the highest decile. The other ratings are read in the same way.

Activities from Check-List	A Senior High School					B Junior High School					C Intermediate Grades					D Kindergarten-Primary					E Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision A. Teaching Subject Matter																									
1. **A. Planning:**																									
2. *Selecting activities to be planned:*																									
3. Selecting objectives	3	1	1	1	1	3	1	1	1	1	4	1	1	1	1	2	3	1	1	1	4	2	1	1	1
4. Planning selection and organization of subject matter	2	1	1	1	1	2	1	1	1	3	2	1	1	1	1	2	3	1	1	1	1	2	1	1	1
5. Planning methods of developing interests	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1	1	2	1	1	1	1
6. Planning methods of instruction	1	1	1	1	1	1	1	1	1	1	1	5	1	1	1	1	3	1	1	1	1	1	1	1	1
7. Planning methods of assigning work	2	2	1	1	1	1	2	1	1	1	1	5	1	1	1	1	1	1	1	1	2	3	3	1	1
8. Planning methods of providing sufficient opportunity for pupils' activities	2	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	4	1	3	2	1
9. Planning facilities for individual study	3	1	3	1	2	2	1	2	2	1	4	1	3	1	1	4	1	4	1	1	4	1	6	4	2
10. Planning methods of evaluating pupils' needs, abilities, and achievements	3	1	1	1	1	2	1	1	2	1	4	1	1	1	1	2	1	1	1	1	5	1	5	2	1
11. Planning methods of developing teachers' personal traits	5	1	3	1	3	7	2	2	1	3	7	1	3	1	3	6	1	7	5	5	7	1	8	2	5
12. Finding adequate time for planning	2	1	5	7	2	3	1	5	6	2	1	1	3	5	1	3	2	5	9	4	4	1	5	8	3
13. Finding efficient methods of planning	3	1	3	2	2	2	2	3	3	2	2	1	3	2	1	3	5	5	6	4	4	1	6	2	2
14. Writing and recording plans	3	3	5	1	2	2	5	6	4	2	2	4	3	2	2	2	4	7	6	4	2	5	6	2	2
15. Evaluating and revising plans	3	2	2	4	2	3	4	4	6	3	4	3	3	4	3	5	3	9	5	5	6	1	7	5	4
16. Filing and preserving plans	4	7	8	8	7	5	7	8	8	7	5	5	7	9	7	6	8	10	9	9	6	6	8	8	8
17. Utilizing plans	2	7	4	3	3	2	6	8	6	4	1	5	3	5	2	3	7	5	8	5	3	8	6	5	4

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision A. Teaching Subject Matter																									
18. B. Setting up objectives:																									
19. Defining general objectives for the grade or subject	3	1	1	1	1	4	1	1	1	1	6	1	2	1	2	6	1	2	1	1	6	1	3	1	2
20. Defining specific objectives in harmony with general objectives	2	1	1	1	1	3	1	1	1	1	4	1	3	1	1	3	1	2	2	1	6	2	6	1	3
21. Presenting, explaining, and illustrating objectives to pupils	3	1	3	2	2	4	1	4	3	2	4	1	5	2	2	5	1	5	3	2	5	2	6	1	2
22. Evaluating objectives	4	1	2	1	2	4	1	3	1	1	5	1	4	1	2	5	1	5	1	2	6	5	8	1	5
23. Utilizing objectives	2	1	2	1	1	1	3	3	2	1	3	1	3	2	1	4	1	1	2	1	5	3	4	1	2
24. C. Selecting and organizing subject matter:																									
25. Securing adequate command of subject matter to be taught	1	2	1	1	1	1	5	1	2	1	2	6	1	2	1	1	5	1	2	1	1	5	1	1	1
26. Taking account of specific objectives	1	2	2	1	1	1	5	1	1	1	3	2	1	1	1	2	2	2	1	1	4	1	4	1	1
27. *Taking account of pupils' interests, abilities, and needs:*																									
28. Selecting subject matter with reference to pupils' interests	2	2	2	2	2	1	6	3	4	2	1	6	4	2	2	1	4	1	6	1	2	4	4	7	3
29. Selecting subject matter with reference to pupils' abilities	1	1	1	1	1	1	2	1	1	1	2	1	1	2	1	1	1	1	2	1	3	1	4	5	2
30. Selecting subject matter with reference to pupils' needs	1	1	1	1	1	1	3	1	2	1	2	1	2	1	1	1	3	1	1	1	2	2	1	4	1
31. Selecting proper material for study	1	3	2	2	1	2	2	2	4	1	4	2	4	2	3	3	1	5	2	2	2	2	6	3	2
32. Adapting materials to time limit	2	2	3	6	2	1	1	6	7	2	1	1	5	4	1	4	1	7	9	5	4	1	5	5	2

TABLE A—*Continued*

33. Determining difficulty of materials	2	2	2	3	1	1	4	1	6	1	1	5	4	5	2	1	3	4	8	3	2	2	7	3	2
34. Arranging sequence of units	2	3	1	2	2	3	2	1	2	1	3	2	4	2	2	2	2	2	3	1	3	3	3	1	2
35. Organizing and recording materials for class use	3	2	3	2	2	3	5	3	1	2	4	2	4	1	2	6	3	4	2	4	3	1	6	1	1
36. Evaluating organized material	3	1	3	2	2	3	3	3	2	2	4	2	4	2	2	5	1	6	2	3	4	1	7	2	3
37. Finding adequate time for selection and organization of materials	3	1	4	7	3	2	2	7	6	2	4	1	5	4	3	4	1	7	9	4	5	1	6	6	3
38. D. Developing interests:																									
39. Determining pupils' interests	2	3	3	7	2	1	3	1	2	1	2	6	2	5	3	1	6	1	8	3	3	4	5	8	4
40. Suggesting new interests	1	4	1	5	2	1	3	2	4	1	1	8	2	3	2	1	6	1	7	2	3	3	4	6	3
41. Emphasizing uses and values of class work	1	5	2	3	1	2	2	4	3	2	3	4	4	3	3	3	4	5	3	3	4	3	6	3	3
42. Using interesting methods of instruction	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
43. E. Instructing:																									
44. Selecting types of instruction adapted to needs of class	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	3	1	1	1	3	1	4	1	1
45. Following up pupils' responses	1	6	2	5	1	1	4	4	3	1	1	4	5	4	2	1	6	2	5	2	1	6	4	6	3
46. Showing relationships in presentation of materials	1	4	1	1	1	1	3	2	1	1	3	4	4	2	2	3	3	4	2	2	3	4	4	1	2
47. Selecting points for special emphasis	1	6	1	4	1	1	6	2	5	2	1	3	3	4	2	1	6	3	6	2	2	3	5	3	2
48. Presenting supplementary materials	1	5	3	3	2	1	4	3	4	2	1	3	4	3	1	2	4	4	5	2	2	3	2	3	2
49. Selecting effective illustrations	1	6	1	5	2	1	2	2	4	1	1	6	3	3	2	1	5	5	7	3	2	4	4	3	2
50. Presenting learning exercises and problems	1	3	1	2	1	1	4	3	1	1	1	3	2	2	1	1	3	4	1	1	1	5	2	1	1
51. Indicating pupils' difficulties and errors	1	7	1	5	1	1	6	3	4	1	1	5	2	6	2	3	4	5	7	4	1	5	2	6	2
52. Suggesting methods of overcoming difficulties	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	3	2	2	1	1	2	1	4	1	1
53. Utilizing pupils' contributions from reading and experience	2	4	2	7	2	1	6	3	3	1	2	4	3	3	2	1	7	1	4	2	2	3	6	5	4
54. Demonstrating skills and learning procedures	1	6	2	3	2	1	7	3	3	2	1	2	3	3	1	5	3	8	3	5	2	4	2	1	1
55. Formulating conclusions, solutions, and summaries	1	6	1	3	2	1	5	1	2	1	2	2	2	3	1	4	1	8	4	3	2	2	2	2	1
56. Economizing time	1	2	1	4	1	1	1	3	4	1	1	1	1	4	1	1	1	6	6	1	3	2	1	2	1
57. Conducting reviews	1	6	2	3	2	1	5	1	3	2	1	4	1	3	1	3	6	6	5	4	1	5	1	2	2

TABLE A—*Continued*

Activities from Check-List	A Senior High School					B Junior High School					C Intermediate Grades					D Kindergarten-Primary					E Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision A. Teaching Subject Matter																									
58. F. Assigning work:																									
59. Selecting group assignments	1	3	2	1	1	1	2	3	1	1	2	1	5	1	1	3	3	5	1	1	3	1	4	1	1
60. Presenting directions for doing work	1	5	1	2	1	1	4	1	3	1	2	3	2	3	2	2	5	5	3	3	3	3	5	5	1
61. Checking pupils' understanding of work to be done	1	6	2	7	2	1	6	5	6	2	1	4	3	3	2	4	7	5	7	5	2	6	4	3	3
62. Adapting assignments to the abilities and needs of the class	1	1	1	3	1	1	1	1	2	1	1	1	2	1	1	2	2	1	3	1	3	1	4	2	1
63. Adapting assignments to the needs of individual pupils	2	1	2	2	1	1	1	1	3	1	3	1	1	1	1	2	1	1	3	1	4	1	4	3	2
64. Following up assignments	1	3	1	5	1	1	2	1	3	1	1	3	1	5	1	2	5	3	6	3	1	2	2	4	1
65. G. Providing sufficient opportunity for pupils' activities:																									
66. Avoiding unnecessary participation by teacher in classwork	1	1	1	1	1	1	1	3	2	1	1	1	1	2	1	1	1	2	3	1	4	1	2	1	1
67. Distributing opportunities among individual pupils	1	1	1	3	1	1	2	3	4	1	1	3	1	3	1	1	1	2	5	1	1	2	2	3	1
68. Allowing pupils to assume adequate responsibility	1	1	1	2	1	1	1	2	2	1	1	1	1	2	1	1	1	1	2	1	2	1	4	1	1
69. H. Providing facilities for individual study:																									
70. Providing necessary time and assistance	1	1	1	2	1	1	3	2	4	1	2	1	1	3	1	2	1	1	3	1	5	1	4	2	2
71. Providing necessary materials	2	7	3	4	2	2	4	3	8	3	2	4	2	3	2	2	4	5	7	3	2	1	4	1	1

TABLE A—*Continued*

72. I. Investigating and evaluating pupils' needs, abilities, and achievements:																												
73. Setting up standards of achievement	2	1	1	1	1	2	1	1	1	1	4	1	3	1	1	4	1	6	2	1	4	1	3	1	1
74. Devising and selecting tests	2	2	2	1	1	3	1	5	1	1	4	1	2	1	1	5	1	3	1	1	3	2	4	1	1
75. Inspecting pupils' work and methods of study	1	4	1	5	1	1	2	1	4	1	1	6	2	4	2	1	7	2	6	2	1	5	2	7	3
76. Administering tests	2	4	4	3	2	3	3	6	2	2	4	1	3	2	2	5	3	3	1	2	3	3	6	3	3
77. Recording results of tests	1	7	4	5	2	2	5	6	3	2	3	7	3	4	3	4	6	3	4	4	3	4	4	5	2
78. Diagnosing pupils' difficulties and needs	1	1	1	1	1	2	1	1	1	1	4	1	1	1	1	3	1	1	2	1	3	1	1	1	2
79. Following up diagnosis	1	2	1	2	1	2	1	1	1	1	2	2	1	1	1	2	4	2	3	2	2	2	1	1	1
80. J. Exhibiting useful teaching traits:																												
81. Expressing interest in subjects taught through such traits as scholarship, etc	1	4	2	6	2	1	4	1	3	1	2	6	4	6	3	3	3	4	3	2	5	1	6	4	3
82. Expressing interest in individual pupils through such traits as sympathy, etc	1	6	1	6	1	1	5	1	5	1	1	9	1	7	3	1	6	1	6	2	1	4	3	4	2
83. Expressing qualities of leadership, such as self-confidence, fairness, etc	1	5	1	6	1	1	2	1	5	1	1	5	1	6	2	1	4	1	6	2	1	3	2	5	2
DIVISION I. SUBDIVISION B. TEACHING PUPILS TO STUDY																												
84. A. General activities:																												
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations	1	1	1	1	1	1	1	1	1	2	1	2	2	1	1	1	5	1	1	1	2	1	1	1	1
86. Teaching pupils to develop traits and habits	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	3	1	2	1	3	1	2	4	2
87. Teaching pupils to participate in class activities	1	4	2	3	1	1	4	2	4	5	1	4	3	4	2	1	6	2	3	1	2	4	1	3	2
88. Teaching pupils to establish friendly relations with other pupils	1	5	3	7	2	1	4	3	5	6	1	4	4	4	2	1	8	1	6	2	2	7	4	9	4
89. Teaching pupils to develop individual tendencies and abilities	1	2	2	2	1	1	2	4	3	4	1	2	1	3	1	1	3	2	3	1	3	1	4	3	1
90. Teaching pupils to solve problems	1	1	1	1	1	1	1	2	1	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1
91. Teaching pupils how to improve skills and abilities	1	1	1	1	1	1	1	2	1	3	1	1	2	1	1	1	1	1	1	1	3	2	4	1	1

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision B. Teaching Pupils To Study																									
92. Teaching pupils to make practical use of materials studied	1	1	1	2	1	1	2	1	2	3	3	1	2	1	1	1	3	2	3	1	2	1	1	1	1
93. Teaching pupils to make economical use of time	1	1	1	2	1	1	1	1	2	3	1	1	2	2	1	1	1	1	6	1	2	1	2	3	1
94. Teaching pupils to meet formal requirements	1	2	4	5	2	2	1	7	5	6	2	2	4	4	2	1	3	5	5	2	5	3	7	3	4
95. **B. Specific activities:**																									
96. Teaching pupils to decide what is to be done	1	1	2	1	1	1	1	2	2	3	2	1	1	2	1	1	1	1	3	1	3	2	3	1	1
97. Teaching pupils to check teachers' directions for clearness	2	3	5	4	3	3	3	5	7	7	4	2	6	5	3	4	1	5	6	3	6	3	8	5	5
98. Teaching pupils to foresee results to be obtained	2	1	2	2	1	1	1	5	3	4	4	1	1	2	1	3	1	6	2	1	5	1	2	2	2
99. Teaching pupils to plan methods of work	1	1	1	1	1	2	1	1	1	2	4	1	1	1	1	3	1	3	2	1	5	1	4	1	1
100. Teaching pupils to gather reading materials	2	4	2	2	2	2	5	5	4	7	2	4	4	2	2	3	4	3	6	3	3	3	2	4	2
101. Teaching pupils to find desired information from reading material	2	1	2	1	1	1	4	3	4	5	2	3	2	2	1	1	3	1	3	1	2	2	2	2	1
102. Teaching pupils to obtain information from sources other than reading	2	2	2	4	2	2	5	5	4	6	3	5	2	3	2	3	3	3	2	1	3	4	5	5	3
103. Teaching pupils to recall useful information obtained from reading and experience	1	2	4	5	2	1	6	4	7	7	1	3	2	3	1	1	4	2	4	1	4	3	4	3	3
104. Teaching pupils to collect necessary supplies and equipment	3	3	4	5	3	2	4	8	8	8	2	7	6	5	4	1	7	5	7	4	4	3	5	4	3
105. Teaching pupils to obtain a proper prospective of the course	3	1	2	2	2	4	1	3	2	5	4	1	4	1	1	5	1	7	3	3	6	1	7	1	3
106. Teaching pupils to maintain a critical attitude toward material studies	1	1	1	1	1	2	2	5	3	5	3	1	3	1	1	6	1	5	4	4	6	1	7	3	3

TABLE A—*Continued*

107. Teaching pupils to prepare for classwork	1	1	1	2	1	1	3	2	3	5	1	3	2	2	1	2	2	3	3	1	1	5	3	4	2
108. Teaching pupils to locate specific problems	1	1	2	1	1	2	1	4	1	3	3	1	2	1	1	4	1	4	2	2	4	2	3	1	2
109. Teaching pupils to analyze problems	1	1	1	1	1	1	1	2	1	2	2	1	2	1	1	4	1	2	1	1	1	1	1	1	1
110. Teaching pupils to organize material in proper form	1	1	1	1	1	2	1	1	1	3	3	1	1	1	1	2	1	2	1	1	3	1	2	1	1
111. Teaching pupils to summarize material	1	2	2	1	1	2	2	1	2	4	3	1	1	1	1	5	1	4	3	2	1	2	1	1	1
112. Teaching pupils to memorize material	1	2	5	4	2	3	4	9	5	8	4	3	7	4	4	4	4	4	6	4	5	7	9	7	8
113. Teaching pupils to combine ideas in proper relationships	1	1	1	1	1	1	1	2	1	2	3	1	2	1	1	2	1	5	2	1	4	1	4	1	1
114. Teaching pupils to discuss implications of material studied	2	1	3	1	1	3	1	5	2	5	4	1	4	2	1	5	1	6	2	2	6	2	7	3	4
115. Teaching pupils to find or make illustrations for greater clearness	1	1	3	3	1	1	3	5	3	2	3	2	4	2	2	3	5	8	6	4	3	2	4	1	1
116. Teaching pupils to note, outline, and record useful information	1	1	3	1	1	2	1	4	4	1	3	1	1	1	1	7	1	5	3	4	3	2	3	1	1
117. Teaching pupils to carry on class routines	2	5	6	6	3	2	5	7	4	3	3	2	2	2	1	5	8	5	3	5	4	1	7	3	3
118. Teaching pupils to obtain criticism from teacher and other pupils	1	3	5	5	2	2	3	5	5	2	2	4	4	3	2	4	3	5	6	4	3	2	5	5	3
119. Teaching pupils to obtain help from teacher and other pupils	1	4	5	6	2	2	5	6	6	3	1	6	6	4	3	2	7	4	7	4	2	5	7	7	4
120. Teaching pupils to take tests and examinations efficiently	1	1	3	2	1	3	2	5	3	2	3	2	2	1	1	5	3	6	2	3	4	2	2	1	2
121. Teaching pupils to compare work with standards in order to check errors	2	2	3	2	2	3	3	2	2	1	3	2	1	4	2	5	3	2	3	4	5	3	5	3	4
122. Teaching pupils to correct errors	1	1	2	2	1	1	1	2	5	1	1	3	1	2	1	2	1	3	3	1	1	5	1	2	1
Division II. Subdivision A. Recording and Reporting																									
123. A. Collecting data about:																									
124. Admissions	9	9	9	9	9	8	9	9	9	8	9	9	9	9	9	5	9	9	9	8	7	9	9	9	9
125. Census	9	9	7	8	8	6	9	7	8	8	6	9	7	8	8	3	9	7	8	7	7	9	7	8	8
126. Health	8	5	5	1	6	10	5	5	1	5	6	5	5	1	4	6	5	5	1	4	6	5	5	1	4
127. Attendance	2	9	5	9	7	6	9	5	9	7	1	9	5	9	6	2	9	5	9	6	5	9	5	9	7

TABLE A.—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision A. Recording and Reporting																									
128. Tardiness	9	9	7	9	9	5	9	7	9	7	4	9	7	9	7	2	9	7	9	7	7	9	7	9	8
129. Marks	2	7	4	3	2	4	7	4	3	5	4	7	4	3	5	4	7	4	3	5	6	7	4	3	5
130. Promotions	8	8	6	6	7	5	8	6	6	6	4	8	6	6	6	2	8	6	6	6	7	8	6	6	7
131. Classwork	2	2	3	1	2	2	2	3	1	2	5	2	3	1	3	5	2	3	1	3	8	2	3	1	3
132. Withdrawals	6	8	6	9	8	7	8	6	9	7	4	8	6	9	7	1	8	6	9	6	7	8	6	9	7
133. Schedules	8	4	9	5	8	7	4	9	5	7	6	4	9	5	6	5	4	9	5	6	6	4	9	5	6
134. Personal	8	1	3	1	3	4	1	3	1	3	5	1	3	1	3	2	1	3	1	2	8	1	3	1	3
135. B. Tabulating data about:																									
136. Admissions	10	9	8	8	9	7	9	8	8	8	8	9	8	8	8	4	9	8	8	7	6	9	8	8	8
137. Census	9	9	8	8	9	7	9	8	8	8	7	9	8	8	8	3	9	8	8	7	5	9	8	8	7
138. Health	10	8	9	3	9	10	8	9	3	8	8	8	9	3	7	7	8	9	3	7	6	8	9	3	7
139. Attendance	9	9	8	8	9	6	9	8	8	8	2	9	8	8	7	2	9	8	8	7	6	9	8	8	8
140. Tardiness	10	9	8	9	9	1	9	8	9	7	4	9	8	9	8	2	9	8	9	7	6	9	8	9	8
141. Marks	2	7	3	5	3	6	7	3	5	5	2	7	3	5	4	3	7	3	5	4	7	7	3	5	6
142. Promotion	8	8	5	6	7	4	8	5	6	6	4	8	5	6	6	1	8	5	6	5	6	8	5	6	6
143. Classwork	8	1	2	1	4	3	1	2	1	2	4	1	2	1	2	4	1	2	1	2	6	1	2	1	2
144. Withdrawals	9	8	7	9	8	6	8	7	9	8	2	8	7	9	7	1	8	7	9	6	8	8	7	9	8
145. Schedules	10	4	9	5	9	6	4	9	5	7	6	4	9	5	6	5	4	9	5	6	8	4	9	5	6
146. Personal	9	2	4	1	5	5	2	4	1	3	5	2	4	1	3	2	2	4	1	2	5	2	4	1	3
147. C. Searching for records and reports about:																									
148. Admissions	9	8	9	8	9	10	8	9	8	9	8	8	9	8	8	9	8	9	8	9	8	8	9	8	8
149. Census	8	8	9	7	9	10	8	9	7	9	7	8	9	7	8	5	8	9	7	8	7	8	9	7	8

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TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision A. Recording and Reporting																									
181. Schedules	8	8	4	6	7	7	8	4	6	6	7	8	4	6	6	6	8	4	6	6	1	8	4	6	5
182. Personal	8	2	1	1	3	6	2	1	1	3	9	2	1	1	3	5	2	1	1	2	1	2	1	1	1
183. **F. Keeping records and reports about:**																									
184. Admissions	8	9	6	9	8	6	9	6	9	8	5	9	6	9	7	1	9	6	9	6	1	9	6	9	6
185. Census	9	9	6	9	8	7	9	6	9	8	6	9	6	9	8	5	9	6	9	7	1	9	6	9	6
186. Health	9	6	8	6	8	10	6	8	6	8	6	6	8	6	7	4	6	8	6	6	3	6	8	6	5
187. Attendance	1	9	1	8	2	3	9	1	8	5	2	9	1	8	5	1	9	1	8	5	1	9	1	8	5
188. Tardiness	3	9	2	8	5	3	9	2	8	6	4	9	2	8	6	1	9	2	8	5	1	9	2	8	5
189. Marks	9	8	2	5	7	1	8	2	5	4	2	8	2	5	4	2	8	2	5	4	1	8	2	5	4
190. Promotions	2	8	2	5	2	3	8	2	5	5	1	8	2	5	4	1	8	2	5	4	3	8	2	5	4
191. Classwork	1	3	1	2	1	1	3	1	2	2	5	3	1	2	3	4	3	1	2	3	3	3	1	2	2
192. Withdrawals	6	9	2	9	7	1	9	2	9	6	2	9	2	9	6	1	9	2	9	5	3	9	2	9	5
193. Schedules	8	6	7	8	8	1	6	7	8	6	5	6	7	8	7	2	6	7	8	6	4	6	7	8	6
194. Personal	6	4	2	4	5	4	4	2	4	3	6	4	2	4	4	4	4	2	4	4	2	4	2	4	3
195. **G. Filing records, reports, and correspondence about:**																									
196. Admissions	10	9	8	9	9	9	9	8	9	8	8	9	8	9	9	6	9	8	9	8	1	9	8	9	7
197. Census	9	9	2	9	8	9	9	2	9	6	7	9	2	9	7	7	9	2	9	7	4	9	2	9	5
198. Health	10	6	8	7	8	10	6	8	7	8	8	6	8	7	7	6	6	8	7	7	2	6	8	7	5
199. Attendance	9	8	2	8	8	6	8	2	8	6	2	8	2	8	5	4	8	2	8	7	2	8	2	8	5
200. Tardiness	8	8	5	9	8	6	8	3	9	7	2	8	3	9	6	6	8	3	9	7	1	8	3	9	5
201. Marks	2	6	1	5	2	4	6	1	5	4	1	6	1	5	3	7	6	1	5	3	1	6	1	5	3
202. Promotions	3	8	2	8	4	5	8	2	8	6	2	8	2	8	5	5	8	2	8	6	1	8	2	8	5

203. Classwork	8	4	1	3	5	4	4	1	3	3	2	4	1	3	3	5	4	1	3	4	2	4	1	3	**2**
204. Withdrawals	6	8	2	8	7	7	8	2	8	6	5	8	2	8	6	5	8	2	8	6	3	8	3	8	5
205. Schedules	8	7	9	7	8	6	7	9	7	7	6	7	9	7	7	6	7	9	7	7	4	7	9	7	3
206. Personal	9	3	2	4	4	6	3	2	4	4	7	3	2	4	4	7	3	2	4	4	5	3	2	4	3
207. H. Sending records and reports about:																									
208. Admissions	9	9	9	9	9	8	9	9	9	9	7	9	9	9	9	8	9	9	9	9	5	9	9	9	8
209. Census	10	9	9	9	9	8	9	9	9	9	9	9	9	9	9	8	9	9	9	9	5	9	9	9	8
210. Health	10	7	6	8	9	10	7	6	8	8	8	7	6	8	7	9	7	6	8	8	7	7	6	8	7
211. Attendance	6	9	8	9	9	2	9	8	9	7	5	9	8	9	8	5	9	6	8	9	7	9	8	9	8
212. Tardiness	8	9	6	9	8	2	9	6	9	7	6	9	6	9	8	4	9	6	9	7	6	9	6	9	8
213. Marks	3	8	4	4	4	1	8	4	4	4	5	8	4	4	5	6	8	4	4	6	6	8	4	4	5
214. Promotion	3	9	5	8	5	1	9	5	8	6	5	9	5	8	7	4	9	5	8	7	6	9	5	8	7
215. Classwork	4	6	3	5	3	3	6	3	5	4	6	3	3	5	5	6	3	3	5	5	6	3	3	5	5
216. Withdrawals	6	9	4	9	8	3	9	4	9	7	6	9	4	9	7	4	9	4	9	7	5	9	4	9	7
217. Schedules	9	8	8	7	8	6	8	8	7	7	7	8	8	7	8	6	8	8	7	7	7	8	8	7	7
218. Personal	6	3	5	5	5	5	3	5	5	5	6	3	5	5	5	6	3	5	5	5	5	3	5	5	4
219. I. Checking records and reports about:																									
220. Admissions	9	8	9	8	9	8	8	9	8	8	9	8	9	8	9	7	8	9	8	8	5	8	9	8	7
221. Census	9	9	9	8	9	8	9	9	8	9	8	9	9	8	9	7	9	9	8	8	5	7	9	8	7
222. Health	9	7	8	6	8	10	7	8	6	8	10	7	8	6	8	6	7	8	6	7	3	7	8	6	6
223. Attendance	4	8	5	9	5	7	8	5	9	7	6	8	5	9	7	5	8	5	9	7	6	8	5	9	7
224. Tardiness	8	9	8	9	8	6	9	8	9	8	6	9	8	9	8	6	9	8	9	9	8	9	8	9	8
225. Marks	3	7	4	3	3	4	7	4	3	5	6	7	4	3	5	6	7	4	3	5	2	7	4	3	4
226. Promotions	6	8	4	8	7	4	8	4	8	6	6	8	4	8	7	5	8	4	8	6	3	8	4	8	5
227. Classwork	4	6	2	2	3	4	6	2	2	4	6	6	2	2	4	7	6	2	2	4	3	6	2	2	3
228. Withdrawals	6	9	6	9	8	8	9	6	9	6	6	9	6	9	8	3	9	6	9	7	2	9	6	9	6
229. Schedules	8	7	8	8	8	6	7	8	8	7	6	7	8	8	7	6	7	8	8	7	2	7	8	8	6
230. Personal	8	4	4	5	6	5	4	4	5	5	9	4	4	5	6	3	4	4	5	4	4	4	4	5	4
231. J. Issuing records and reports about:																									
232. Admissions	9	8	9	9	9	10	8	9	9	9	7	8	9	9	8	7	8	9	9	8	3	8	9	9	7
233. Census	9	8	9	9	9	8	8	9	9	8	7	8	9	9	8	7	8	9	9	8	2	8	9	9	7

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision A. Recording and Reporting																									
234. Health	9	7	9	8	9	8	7	9	8	8	8	7	9	8	8	7	7	9	8	8	1	7	9	8	6
235. Attendance	8	8	5	9	8	4	8	5	9	7	8	8	5	9	8	3	8	5	9	6	5	8	5	9	6
236. Tardiness	6	8	6	9	8	4	8	6	9	7	5	8	6	9	7	3	8	6	9	7	3	8	6	9	6
237. Marks	3	8	3	5	3	1	8	3	5	4	4	8	3	5	5	2	8	3	5	5	3	8	3	5	4
238. Promotions	3	8	3	7	4	2	8	3	7	5	4	8	3	7	6	3	8	3	7	5	5	8	3	7	5
239. Classwork	4	4	3	5	4	2	4	3	5	4	5	4	3	5	4	5	4	3	5	4	4	4	3	5	4
240. Withdrawals	8	8	6	9	8	6	8	6	9	7	4	8	6	9	7	2	8	6	9	6	4	8	6	9	6
241. Schedules	9	7	8	8	9	6	7	8	8	7	5	7	8	8	7	2	7	8	8	6	2	7	8	8	6
242. Personal	9	3	4	6	7	6	3	4	6	5	6	3	4	6	5	6	3	4	6	5	1	3	4	6	4
243. K. Signing records and reports about:																									
244. Admissions	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	6	9	9	9	8	4	9	9	9	7
245. Census	8	8	9	8	9	9	8	9	8	9	6	8	9	8	8	7	8	9	8	8	2	8	9	8	7
246. Health	10	6	9	9	9	10	6	9	9	7	6	6	9	9	8	7	6	9	8	8	3	6	9	9	7
247. Attendance	6	9	8	9	9	5	9	8	9	8	2	9	8	9	7	2	9	8	9	8	4	9	8	9	7
248. Tardiness	8	9	8	9	9	4	9	8	9	8	4	9	8	9	8	3	9	8	9	7	5	9	8	9	7
249. Marks	3	9	4	9	5	4	9	4	9	7	1	9	4	9	6	5	9	4	9	7	1	9	4	9	6
250. Promotions	8	9	5	9	8	4	9	5	9	7	1	9	5	9	6	4	9	5	9	7	5	9	5	9	7
251. Classwork	8	7	5	8	8	4	7	5	8	6	5	7	5	8	6	6	7	5	8	7	4	7	5	8	6
252. Withdrawals	9	8	7	9	9	8	8	7	9	8	4	8	7	9	7	2	8	7	9	7	4	8	7	9	7
253. Schedules	9	8	8	9	9	6	8	8	9	8	8	8	8	9	8	6	8	8	9	8	5	8	8	9	7
254. Personal	6	4	7	8	7	6	4	7	8	6	6	4	7	8	6	6	4	7	8	5	7	4	7	8	6

TABLE A—*Continued*

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TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision A. Recording and Reporting																									
287. Classwork	9	1	5	1	5	5	1	5	1	3	9	1	5	1	4	6	1	5	1	3	7	1	5	1	3
288. Withdrawals	9	7	9	7	9	8	7	2	7	8	10	7	2	7	8	7	7	2	7	8	8	7	2	7	8
289. Schedules	9	5	9	4	8	8	5	2	4	7	9	5	2	4	7	6	5	2	4	6	7	5	2	4	6
290. Personal	9	1	8	2	7	8	1	2	2	5	10	1	2	2	5	7	1	2	2	5	7	1	2	2	4
Division II. Subdivision B. Activities Involving Contacts with Pupils																									
291. A. Setting up objectives:																									
292. Defining objectives in the conduct of pupils' classroom and extra-classroom activities	3	2	2	1	2	5	2	1	1	1	5	1	3	1	2	3	2	2	1	1	6	2	1	1	2
293. Explaining to pupils reasons for the performance of classroom and extra-classroom activities	2	6	2	4	3	4	6	3	2	3	4	6	3	4	4	2	7	3	2	2	6	2	4	1	3
294. B. Explaining school regulations:																									
295. Explaining regulations regarding pupils' conduct on school premises	3	2	2	8	3	3	7	2	7	3	3	9	3	8	4	3	7	2	7	4	4	7	3	5	4
296. Explaining regulations with regard to pupils' routine school activities	3	2	3	8	3	3	7	2	8	5	3	7	4	7	4	4	7	3	8	5	4	7	5	3	4
297. Explaining regulations with regard to personal conduct in classroom	2	2	2	8	2	3	6	3	7	3	1	5	2	5	2	1	7	2	7	3	4	6	1	5	3
298. Explaining regulations with regard to health and cleanliness	4	8	2	5	4	4	3	2	5	3	2	9	3	6	4	1	7	1	2	1	2	6	1	4	2

299. C.	**Developing pupils' interest and attention in the performance of the following activities:**																												
300.	Observing school regulations	1	5	1	5	2	1	5	1	6	2	2	4	2	7	3	2	5	2	3	2	3	6	3	4	3
301.	Complying with social conventions	3	6	3	5	3	3	3	3	6	2	3	3	5	4	3	3	4	3	6	3	5	4	5	8	5
302.	Acting courteously toward others	2	5	1	6	2	2	5	2	5	2	1	5	1	4	2	1	6	2	5	2	2	7	1	8	4
303.	Respecting desires and welfare of others	2	5	2	6	3	2	5	3	4	2	1	6	2	4	2	1	6	1	4	1	2	3	3	7	3
304.	Meeting personal obligations as a member of the school	2	2	2	6	2	2	4	3	4	2	2	2	2	5	2	2	5	2	3	2	4	5	5	3	3
305.	Developing personal traits and habits	2	1	2	4	2	2	1	2	2	1	1	1	1	2	1	1	2	1	1	1	3	2	4	2	2
306.	Showing appreciation of teacher	4	2	7	7	4	4	2	8	5	4	3	6	4	5	3	4	7	8	6	6	4	5	5	6	4
307.	Acting courteously toward teachers	2	6	3	6	3	2	5	4	4	2	1	5	2	6	2	3	5	4	6	3	2	5	2	8	5
308.	Conforming to school customs	2	5	4	7	3	2	5	5	4	2	1	7	3	6	3	2	5	4	5	4	4	4	7	8	6
309.	Attending to routine school activities	2	6	5	8	3	3	7	5	7	4	4	6	5	5	4	4	4	6	6	4	5	6	7	7	5
310.	Moving about the building in an orderly fashion	2	4	2	7	2	2	3	4	6	2	1	6	5	7	3	2	7	2	6	3	3	5	5	6	4
311.	Engaging in opening exercises and special programs	4	3	7	7	5	5	5	8	5	5	2	6	5	6	3	3	7	5	3	4	2	4	5	3	2
312.	Conferring with teachers	2	6	5	8	3	3	6	7	8	5	4	6	7	6	5	6	6	8	4	6	4	4	7	7	5
313.	Conferring with teacher concerning work	2	5	4	7	3	3	4	7	7	4	3	4	7	6	4	4	6	6	5	4	3	4	5	7	5
314.	Filling out blanks and forms	2	6	6	8	4	5	5	8	9	7	5	5	7	8	7	6	5	9	3	6	6	4	8	5	6
315.	Visiting laboratories, libraries, lavatories, and other rooms	4	6	6	8	5	4	4	7	9	5	4	7	7	5	5	5	6	7	4	5	6	4	7	7	7
316.	Engaging in recess and lunch-hour activities	5	5	7	7	6	6	4	9	8	7	5	9	7	7	7	3	4	5	4	3	3	3	4	4	3
317.	Making up work out of school hours	2	3	5	7	3	2	1	5	5	2	4	2	7	9	5	6	6	8	6	7	5	3	8	8	7
318.	Making excursions to points of interest	5	6	3	6	5	5	4	7	6	6	6	7	7	7	8	5	8	2	2	4	7	2	7	6	7
319.	Refraining from disorderly and immoral conduct	2	3	1	3	2	2	3	1	4	2	3	4	2	3	2	6	2	1	3	2	3	5	1	2	2
320.	Refraining from interfering with other pupils' work	2	3	1	3	2	1	3	4	6	2	1	2	2	5	2	3	1	3	4	2	4	2	1	6	3
321.	Conforming to classroom regulations	2	4	3	3	2	3	3	3	4	2	1	6	1	6	2	3	3	2	6	3	3	4	1	8	3
322.	Exercising initiative in useful ways	3	1	4	1	2	3	1	4	2	1	3	2	1	3	1	1	3	3	1	1	5	2	4	4	3
323.	Taking part in routine class activities	1	6	3	3	2	2	5	5	3	2	1	5	4	3	2	1	7	3	5	3	3	6	4	7	4
324.	Attending to class work	1	5	1	2	1	1	4	3	3	1	1	6	3	5	2	1	4	3	6	2	2	6	2	6	3
325.	Responding to teacher's directions and suggestions	1	3	2	2	1	1	3	4	3	1	1	6	3	5	2	1	6	2	5	2	2	6	2	5	3

TABLE A—*Continued*

Activities from Check-List	A Senior High School					B Junior High School					C Intermediate Grades					D Kindergarten-Primary					E Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils																									
326. Rendering services to teachers	3	7	7	6	4	3	5	6	7	4	2	7	6	6	4	4	4	7	6	4	4	7	7	8	6
327. Conferring with other pupils	3	6	6	5	4	3	3	7	6	3	2	7	7	6	4	3	4	4	8	4	5	5	8	7	6
328. Forming proper health habits	4	2	1	2	2	3	3	1	1	1	1	6	1	2	1	1	3	1	1	1	1	4	1	5	2
329. Avoiding accidents	4	4	3	4	4	4	3	4	5	3	2	5	1	4	2	2	5	1	6	2	3	5	2	6	3
330. Safeguarding against contagious diseases	5	2	1	2	3	5	1	3	3	2	3	5	1	4	2	4	4	2	2	2	4	6	1	3	9
331. Correcting physical defects	5	2	1	1	3	6	1	3	2	2	3	2	1	3	1	4	1	2	1	1	5	3	1	3	2
332. Wearing suitable and sanitary clothing	5	3	2	3	4	5	3	3	2	3	3	4	3	5	3	3	3	2	5	2	3	5	4	6	4
333. Eating proper food	5	3	2	3	4	6	2	2	3	3	3	7	3	3	3	2	2	1	1	1	3	5	3	4	3
334. Attending to personal proprieties	4	4	3	4	4	5	2	6	4	3	2	8	4	5	3	3	4	1	8	3	4	6	5	7	4
335. Selecting, adjusting, and caring for personal property	4	3	3	6	3	4	3	4	4	3	3	4	5	5	3	3	4	1	8	3	4	6	5	8	5
336. Caring for other pupils' belongings	4	4	3	5	3	2	2	5	7	2	3	6	4	7	4	3	4	2	7	3	4	5	5	7	5
337. Caring for school property	2	3	2	4	2	2	1	3	4	1	1	6	2	7	2	3	5	2	8	3	2	7	1	5	2
338. D. Giving instructions to pupils:																									
339. Observing school regulations	2	7	2	6	3	2	7	2	6	3	3	9	3	8	5	3	8	2	7	4	3	6	2	5	3
340. Complying with social conventions	3	7	4	6	4	4	6	4	5	4	4	5	6	5	4	5	6	4	8	5	5	5	5	6	4
341. Acting courteously toward others	2	7	3	7	3	2	5	2	5	2	1	7	2	4	2	1	7	1	7	3	2	7	1	7	3
342. Respecting desires and welfare of others	3	7	3	6	3	3	5	4	4	2	1	7	1	3	2	1	4	1	8	2	3	5	3	8	4
343. Meeting personal obligations as a member of the school	3	5	2	4	3	2	4	3	4	2	3	3	3	5	3	3	5	2	6	3	4	4	4	5	4
344. Developing personal traits and habits	2	1	3	2	2	2	2	3	4	1	2	2	1	2	1	1	3	1	2	1	4	4	2	3	3
345. Responding to teacher	4	5	7	6	4	4	4	7	7	5	3	5	6	7	4	9	4	6	6	5	5	5	6	7	5
346. Acting courteously toward teacher	4	6	4	9	6	3	5	5	6	3	2	8	4	7	4	3	6	1	9	3	3	5	1	8	4

TABLE A—*Continued*

347. Conforming to school traditions	3	7	6	6	4	4	3	6	6	4	3	7	6	8	5	5	5	7	7	6	6	4	7	6	6
348. Attending to routine school activities	3	6	5	7	4	4	6	6	6	5	4	9	4	6	5	5	4	7	9	6	4	6	6	7	5
349. Moving about the building in an orderly fashion	2	4	4	7	3	2	4	4	6	2	2	7	5	8	4	3	5	2	9	4	3	7	3	8	4
350. Engaging in opening exercises and special programs	4	4	6	6	5	5	6	8	7	6	3	5	5	7	4	3	4	4	3	3	3	3	5	4	3
351. Conferring with teachers	3	7	5	7	4	3	5	7	7	4	4	9	6	9	7	9	4	8	7	7	4	6	6	7	5
352. Conferring with teachers concerning work	3	6	2	7	3	2	5	5	6	3	3	6	2	7	4	5	6	6	6	5	4	5	3	8	4
353. Filling out blanks and forms	4	7	6	7	5	4	7	8	9	7	6	9	8	8	8	6	5	9	7	8	6	4	8	6	7
354. Visiting laboratories, libraries, lavatories, and other rooms	4	7	6	7	5	4	6	6	8	5	4	8	7	6	5	6	6	7	7	6	7	4	7	8	8
355. Engaging in recess and lunch-hour activities	5	5	7	6	6	6	6	8	7	7	4	8	8	9	8	3	4	7	6	5	4	4	7	6	4
356. Making up work out of school hours	3	4	5	7	3	3	3	5	7	3	3	3	7	8	5	7	4	6	7	7	6	4	8	8	8
357. Making excursions to points of interest	5	5	5	6	5	5	7	2	5	5	6	7	6	6	7	5	7	2	2	3	7	2	7	7	8
358. Refraining from disorderly and immoral conduct	3	5	2	3	3	3	5	5	5	3	3	2	2	2	1	4	3	2	2	2	3	4	1	2	2
359. Refraining from interfering with other pupils' work	3	3	5	6	3	2	5	5	4	2	1	2	3	3	1	2	3	2	5	2	3	5	3	7	4
360. Conforming to classroom regulations	3	7	3	4	3	2	7	4	3	2	2	7	3	5	3	3	5	2	6	3	3	6	4	6	4
361. Exercising initiative in useful ways	4	1	4	2	3	3	2	4	2	2	4	3	6	2	3	2	4	3	2	2	5	2	4	4	3
362. Taking part in routine class activities	2	6	4	5	3	2	5	5	6	3	2	7	4	4	3	2	7	3	7	3	4	4	5	5	4
363. Attending to classwork	1	5	2	4	2	1	3	2	4	1	1	6	2	5	2	2	5	3	4	2	2	6	3	6	9
364. Responding to teacher's directions and suggestions	2	3	3	4	2	2	5	5	5	2	2	8	4	5	3	1	6	3	3	2	2	6	2	5	3
365. Rendering services to teachers	4	7	8	7	6	3	7	8	7	5	2	7	5	8	4	4	6	6	7	5	5	7	7	8	6
366. Conferring with other pupils	4	6	7	4	4	3	6	7	7	4	1	6	5	8	3	3	4	6	6	4	5	6	7	8	6
367. Forming proper health habits	4	4	2	2	3	4	3	1	4	3	1	9	2	3	2	2	2	1	1	1	2	5	2	5	2
368. Avoiding accidents	5	4	2	3	4	4	5	1	5	3	2	7	3	4	3	3	6	3	3	2	4	6	2	6	4
369. Safeguarding against contagious diseases	5	3	2	2	3	5	4	3	4	4	2	4	2	6	2	4	4	3	1	2	3	6	1	2	2
370. Correcting physical defects	5	2	3	2	4	6	5	1	4	4	4	4	1	3	2	4	1	3	2	1	5	2	2	1	2
371. Wearing suitable and sanitary clothing	5	3	4	3	4	5	3	1	4	4	3	7	3	7	4	4	5	4	3	3	4	6	3	5	4
372. Eating proper food	5	3	8	3	5	5	4	2	4	4	3	6	2	6	3	3	4	1	1	1	3	3	2	3	2
373. Attending to personal proprieties	5	4	4	3	4	5	3	5	6	4	3	7	5	5	4	3	7	4	6	4	4	5	4	7	5
374. Selecting, adjusting, and caring for personal property	4	5	5	7	5	4	4	4	6	3	3	6	5	7	4	2	6	3	7	3	4	6	4	7	4

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils																									
375. Caring for others' belongings	4	6	5	6	5	4	4	5	7	4	3	5	5	8	4	4	5	4	6	4	3	5	5	8	4
376. Caring for school property	3	5	2	5	3	3	5	2	6	3	3	6	3	7	4	3	4	3	7	3	2	7	1	5	3
377. E. Enforcing instructions to pupils concerning such matters as:																									
378. Observing school regulations	1	4	1	3	1	2	3	1	3	1	3	7	2	6	3	3	4	3	3	2	3	6	3	3	3
379. Complying with social conventions	3	6	4	6	4	4	4	4	6	3	3	3	2	3	2	4	4	5	5	4	5	5	5	7	4
380. Acting courteously toward others	2	6	3	4	2	2	4	2	4	2	2	7	3	3	2	2	4	3	4	2	2	7	3	8	4
381. Respecting desires and welfare of others	3	5	2	4	3	3	4	2	5	2	1	5	3	2	2	3	4	2	5	2	2	6	3	6	3
382. Meeting personal obligations as a member of the school	2	5	2	2	2	3	4	4	4	2	3	3	4	2	2	2	2	1	4	1	3	5	6	4	4
383. Developing personal traits and habits	2	1	3	2	1	3	1	4	2	1	1	1	1	2	1	1	2	1	1	1	4	5	5	3	3
384. Showing appreciation to teacher	4	3	5	6	4	4	4	8	6	4	3	7	7	6	4	5	6	6	7	5	5	6	8	8	6
385. Acting courteously toward teacher	3	5	4	6	3	3	5	5	6	3	2	6	3	4	3	3	7	4	5	3	3	7	3	7	4
386. Conforming to school traditions	3	6	6	7	4	4	5	6	7	4	4	5	2	7	4	5	4	9	7	6	6	5	8	6	7
387. Attending to routine school activities	3	7	5	7	4	3	5	5	7	3	4	7	5	8	5	5	4	7	8	5	4	8	6	8	5
388. Moving about the building in an orderly fashion	2	7	3	5	3	2	5	3	6	2	1	4	4	6	3	1	3	3	7	2	2	8	1	7	4
389. Engaging in opening exercises and special programs	5	3	6	4	5	5	4	7	6	5	3	7	7	6	4	3	8	3	3	3	3	5	6	3	4
390. Conferring with teacher	3	7	5	6	4	3	4	7	6	4	4	6	7	7	5	6	5	8	3	5	4	5	7	7	5
391. Conferring with teacher regarding work	3	6	4	6	3	3	3	4	5	3	3	5	6	7	4	5	7	8	6	6	4	6	4	8	5
392. Filling out blanks and forms	3	7	5	7	4	5	5	7	7	5	5	6	8	8	7	7	3	9	7	8	6	3	8	4	6
393. Visiting laboratories, libraries, lavatories, and other rooms	4	5	6	6	4	5	4	5	6	4	4	4	6	8	5	5	5	4	7	6	6	3	8	7	7

TABLE A—*Continued*

394. Engaging in recess and lunch hour activities	5	4	7	4	5	5	2	7	6	5	4	5	6	8	5	4	5	8	6	5	3	4	7	5	4
395. Making up work out of school hours	3	3	5	5	3	3	1	4	6	2	3	2	8	7	4	7	5	7	4	6	6	3	8	7	6
396. Making excursions to points of interest	5	4	5	4	5	5	3	7	5	5	5	6	7	5	6	5	5	3	3	3	7	2	3	5	6
397. Refraining from disorderly and immoral conduct	3	2	1	2	2	3	3	2	4	2	3	3	1	3	2	4	4	3	2	2	3	5	2	2	2
398. Refraining from interfering with other pupils' work	2	2	2	2	2	5	2	4	4	3	2	2	1	3	1	2	4	3	4	2	2	5	6	6	4
399. Conforming to classroom regulations	2	4	3	2	2	5	3	3	3	3	2	4	2	5	2	3	3	4	4	2	3	6	6	5	4
400. Working independently	4	2	5	3	3	4	2	5	3	2	4	3	5	2	3	2	2	3	2	1	5	2	7	4	4
401. Taking part in routine class activities	2	5	4	4	2	2	6	5	5	3	2	4	3	3	2	2	5	6	5	3	4	6	6	5	5
402. Attending to class work	1	3	2	3	2	1	3	2	3	1	2	4	2	5	2	1	5	4	3	2	2	6	3	4	3
403. Responding to teacher's directions and suggestions	1	2	3	2	1	2	3	3	4	1	2	5	2	6	2	1	5	3	3	2	2	7	2	4	3
404. Rendering services to teachers	4	7	7	7	5	4	5	8	6	5	3	6	6	8	5	4	5	6	6	4	4	6	6	7	5
405. Conferring with other pupils	4	5	7	7	4	4	3	7	6	4	3	4	5	7	4	3	5	6	5	3	5	5	8	8	6
406. Forming proper health habits	5	2	3	1	3	5	2	4	2	3	2	2	1	4	1	3	1	3	1	1	2	5	1	1	1
407. Avoiding accidents	5	2	3	2	4	5	3	3	2	3	3	5	2	3	2	3	5	6	5	3	3	4	2	4	2
408. Safeguarding against contagious diseases	5	2	3	1	3	6	3	2	1	3	4	3	2	3	2	4	5	5	2	2	4	4	2	2	2
409. Corrective physical defects	6	1	3	1	3	7	1	4	1	3	4	2	1	2	2	4	1	4	1	1	4	2	1	1	2
410. Wearing suitable and sanitary clothing	5	3	4	2	4	7	2	2	2	4	4	4	4	5	4	5	5	6	5	4	4	4	4	4	3
411. Eating proper food	5	2	3	2	4	6	2	4	3	4	4	3	3	4	3	3	3	3	2	2	4	3	3	3	2
412. Attending to personal proprieties	5	3	4	3	4	5	2	5	3	3	3	5	3	5	3	4	5	5	5	4	3	5	5	7	4
413. Selecting, adjusting, and caring for personal property	4	2	5	4	3	4	2	4	4	3	3	4	3	5	3	3	5	5	6	4	2	5	6	7	4
414. Caring for other pupils' belongings	4	2	5	4	3	4	2	5	4	2	3	3	4	6	3	4	3	7	5	4	3	6	6	8	5
415. Caring for school property	3	2	3	3	2	2	2	4	3	2	2	4	3	6	3	3	3	5	6	3	2	7	1	3	2
416. F. Inspecting and evaluating pupils' behavior in:																									
417. Observing school regulations	3	5	3	4	3	3	5	2	3	2	2	6	2	7	3	2	5	2	5	2	2	6	4	6	3
418. Complying with social conventions	4	5	6	4	4	3	3	5	7	3	3	6	5	6	4	2	6	5	6	3	4	6	7	6	5
419. Acting courteously toward others	3	5	4	5	3	2	5	1	5	2	1	7	2	5	2	1	6	1	5	2	2	5	3	7	3
420. Respecting the desires and welfare of others	3	6	4	6	3	3	4	5	5	3	1	5	5	5	2	2	5	1	5	2	2	5	4	6	3
421. Meeting personal obligations as member of the school	3	6	4	3	3	2	5	3	4	2	2	3	3	4	2	1	3	3	4	1	3	5	5	5	3

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils																									
422. Developing personal traits and habits	3	1	3	2	2	3	1	2	2	1	3	2	1	1	1	2	2	2	1	1	4	4	2	2	3
423. Showing appreciation to teacher	4	4	7	6	4	3	4	7	7	4	3	7	6	8	5	5	6	7	5	5	4	6	5	7	5
424. Acting courteously toward teacher	3	6	5	5	4	3	5	5	6	3	2	7	3	7	3	3	8	4	5	4	2	8	2	6	4
425. Conforming to school traditions	3	7	7	6	4	4	5	5	6	4	4	6	7	8	6	4	5	7	6	4	5	6	8	6	7
426. Attending to routine school activities	3	7	6	6	4	3	6	6	7	4	4	7	5	5	5	5	8	7	5	5	4	8	6	7	5
427. Moving about the building in an orderly fashion	3	5	4	6	3	2	5	3	8	3	1	7	4	7	3	2	6	3	4	3	2	7	3	6	4
428. Engaging in opening exercises and special programs	5	4	7	6	5	4	4	8	6	5	3	8	6	7	4	3	7	6	3	3	2	3	7	4	3
429. Conferring with teachers	4	6	5	6	4	4	5	6	6	4	4	5	8	6	5	6	7	7	5	6	5	6	6	6	5
430. Conferring with teacher concerning work	4	6	5	5	4	3	4	6	6	3	4	5	5	6	4	5	8	7	7	6	4	6	7	6	5
431. Filling out blanks and forms	4	7	7	7	5	5	4	7	8	5	5	6	8	8	8	7	5	9	7	8	6	4	8	3	5
432. Visiting laboratories, libraries, lavatories, and other rooms	4	6	6	6	5	5	5	5	8	5	5	7	7	8	7	5	6	7	5	5	6	6	8	6	6
433. Engaging in recess and lunch hour activities	5	5	6	6	6	6	3	7	7	6	4	8	6	9	5	4	5	5	4	3	3	5	7	7	4
434. Making up work out of school hours	4	3	5	5	3	2	3	5	7	3	4	4	7	8	5	7	3	6	6	6	5	4	7	8	6
435. Making excursions to points of interest	5	5	6	6	6	5	4	6	4	5	5	6	7	6	5	5	8	2	2	3	7	4	7	5	7
436. Refraining from disorderly and immoral conduct	3	3	4	3	3	3	2	3	5	2	2	3	3	4	2	4	2	4	2	2	2	7	1	2	2
437. Refraining from interfering with other pupils' work	3	4	4	4	3	3	3	4	4	2	1	2	1	4	1	2	3	4	4	2	2	6	3	5	3
438. Conforming to classroom regulations	2	4	4	4	2	2	5	2	4	2	2	7	3	6	3	2	3	4	5	2	2	6	3	5	3
439. Exercising initiative in useful ways	3	2	4	3	3	3	3	3	2	2	4	1	4	3	2	3	4	3	2	2	5	3	6	6	5
440. Taking part in routine class activities	2	7	4	4	3	2	3	4	3	2	1	5	4	3	2	2	8	3	5	3	3	5	4	6	4
441. Attending to class work	2	5	3	3	2	2	3	3	3	1	1	5	2	5	2	2	7	4	4	2	2	6	2	5	2

TABLE A—*Continued*

442. Responding to teacher's directions and suggestions	2	3	3	3	2	2	4	4	5	2	1	4	2	6	2	2	5	6	4	2	2	6	3	3	3	3	3	3	3
443. Rendering services to teachers	4	7	8	7	5	4	4	8	6	4	3	8	2	8	4	5	6	6	6	5	3	7	7	8	5	6	5	6	6
444. Conferring with other pupils	4	4	6	5	4	4	5	7	6	4	4	7	1	8	4	4	6	5	4	4	5	5	5	8	8	6	6	6	6
445. Forming proper health habits	5	2	3	2	3	5	3	3	4	4	2	8	2	4	3	2	5	1	1	1	2	5	1	2	2	2	2	2	2
446. Safeguarding against contagious diseases	5	4	5	4	5	2	5	3	4	2	3	9	4	4	4	3	3	2	4	2	3	5	3	3	3	3	3	3	3
447. Safeguarding against contagious diseases	5	2	4	3	4	6	3	3	3	4	3	8	3	4	4	5	6	4	2	3	3	4	3	3	2	2	2	2	2
448. Correcting physical defects	5	2	4	2	4	7	3	1	1	3	4	4	1	4	3	4	3	2	2	2	4	3	3	3	2	3	2	3	3
449. Wearing suitable and sanitary clothing	5	3	5	3	5	6	4	3	3	4	4	9	5	5	5	3	3	4	3	2	3	4	3	4	3	2	3	4	4
450. Eating proper food	5	2	4	3	4	6	3	2	3	4	4	6	3	4	3	3	3	1	2	1	4	3	3	6	6	4	4	5	5
451. Attending to personal proprieties	4	3	5	3	4	5	4	7	6	5	3	8	3	4	3	3	5	6	6	4	3	6	3	6	4	3	3	3	3
452. Selecting, adjusting, and caring for personal property	4	4	5	6	4	4	4	4	6	4	3	8	3	5	4	4	8	4	5	4	3	7	5	7	8	4	4	4	4
453. Caring for other pupils' belongings	4	4	5	6	4	3	4	5	5	3	1	5	4	5	3	3	5	6	4	5	4	3	6	6	8	4	4	4	4
454. Caring for school property	3	5	4	6	3	3	4	2	5	2	2	8	2	4	3	3	7	4	5	4	2	7	2	5	3	3	3	3	3
455. G. **Giving examinations and tests:**																													
456. Giving general physical examinations	7	1	3	2	4	9	5	1	2	5	8	3	2	1	4	6	2	1	1	2	2	8	3	1	1	1	5	5	5
457. Conducting routine health inspection	8	2	5	1	5	7	6	1	1	4	5	9	3	3	4	6	2	4	1	3	5	3	4	1	2	2	2	2	2
458. Giving general intelligence tests	5	7	4	1	4	8	5	1	1	4	8	2	4	2	5	7	1	1	1	2	7	2	4	1	3	3	3	3	3
459. Proctoring examinations of all sorts	3	8	4	5	4	5	6	7	5	5	5	5	2	4	7	5	6	4	6	5	6	5	6	5	1	1	3	3	3
460. H. **Opening school session**	4	7	5	5	5	4	6	3	6	3	2	8	4	4	3	1	8	3	3	2	4	7	5	4	4	4	4	4	4
461. I. **Excusing pupils**	2	7	9	9	5	2	7	6	9	4	3	9	8	9	6	6	8	7	5	4	6	7	9	2	8	8	8	8	8
462. J. **Dismissing pupils**	3	8	9	9	6	3	6	8	9	4	3	9	7	8	6	2	6	8	7	4	6	5	8	2	5	5	5	5	5
463. K. **Detaining pupils**	3	7	8	7	5	3	6	5	6	4	2	4	8	8	5	6	4	8	5	6	7	2	9	2	8	8	8	8	8
464. L. **Sending pupils on errands**	2	9	9	9	7	2	7	9	8	6	4	8	9	9	8	4	8	10	8	7	6	8	3	9	9	9	9	9	9
465. M. **Acting as custodian of pupils' belongings**	5	8	9	9	8	5	6	8	8	7	4	5	8	8	7	4	5	8	7	5	5	7	8	8	7	7	7	7	7
466. N. **Collecting materials**	4	8	8	9	7	2	7	7	6	4	4	9	6	9	6	3	5	7	5	4	6	6	8	8	9	9	9	9	9
467. O. **Inducting new pupils**	4	7	5	7	4	4	6	4	7	4	4	7	6	7	5	4	7	5	4	7	7	4	5	6	6	6	6	6	6
468. P. **Controlling tardiness and absence**	3	1	1	1	2	4	1	2	2	1	2	4	3	6	2	4	2	5	4	3	4	4	1	2	2	2	2	2	2
469. Q. **Making announcements**	1	8	5	8	3	1	7	5	8	3	2	8	6	9	5	3	7	7	7	5	5	5	6	6	5	5	5	5	5
470. R. **Giving educational guidance**	3	2	2	1	2	4	2	2	1	1	6	8	1	1	4	8	1	2	4	4	6	7	5	5	4	5	7	7	7
471. S. **Using pupil assistants**	3	7	4	7	4	2	5	5	3	2	2	7	4	6	3	4	3	6	4	3	4	5	5	7	9	9	9	9	9

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils																									
472. **T. Determining upon desirable traits, activities, and regulations for pupils:**																									
473. Determining traits to be taught	3	1	2	1	2	3	2	1	1	1	2	2	1	1	1	3	3	1	1	1	2	5	1	2	2
474. Determining regulations for activities	5	2	1	8	4	5	2	1	1	1	4	1	7	3	3	6	1	5	2	2	5	5	3	3	4
475. Determining activities to be performed	4	3	3	3	3	4	2	2	2	2	3	2	3	3	2	4	3	3	3	2	3	5	2	3	1
476. **U. Establishing effective relations with pupils:**																									
477. Expressing interest and friendliness	1	4	1	3	1	1	5	1	2	1	1	6	2	3	2	1	5	2	3	1	1	6	1	2	2
478. Establishing authority over pupils	1	5	1	1	1	1	5	2	2	1	1	6	7	3	3	3	7	3	3	3	1	6	1	3	1
479. **V. Providing facilities and materials**	4	6	4	4	4	6	6	6	6	6	5	8	6	8	7	4	5	2	3	2	2	6	2	3	2
480. **W. Applying preventive measures**	3	5	3	2	3	3	5	3	3	2	1	3	1	5	2	2	2	1	3	1	1	5	2	3	2
481. **X. Investigating difficulties**	3	1	1	1	1	3	2	2	1	1	3	1	2	1	1	5	1	2	2	2	4	3	3	2	2
482. **Y. Applying specific remedies:**																									
483. Supplying remedies to pupils who are injured, sick, or fatigued	6	4	2	9	6	7	3	6	5	6	5	7	6	3	5	6	7	3	2	4	5	5	1	2	3
484. Dealing with pupils who are unclean and untidy	5	2	5	2	4	6	1	3	5	4	4	4	4	3	3	5	3	3	3	2	5	1	1	2	2
485. Applying remedies to specific defects	4	2	2	1	2	5	2	5	1	3	5	1	4	2	2	4	1	2	2	1	3	1	1	1	1
486. **Z. Adapting teacher's procedures to physical conditions of classroom and equipment**	3	2	2	1	2	4	2	4	1	2	4	2	2	3	2	4	1	2	2	1	5	3	2	4	3
487. **AA. Adapting teacher's procedures to individual differences**	2	1	1	1	1	3	1	3	1	1	3	1	1	1	1	2	2	1	1	1	4	2	3	2	2
488. **BB. Performing manual services**	7	2	9	1	7	9	1	5	3	6	7	6	9	6	8	6	7	7	7	6	5	7	8	7	7
489. **CC. Conducting special exercises**	7	3	6	3	6	7	1	3	1	3	4	6	6	1	3	1	6	3	1	1	3	7	3	1	2
490. **DD. Conducting study exercises**	2	1	2	1	1	2	1	2	1	1	2	3	1	1	1	2	1	1	1	1	2	2	3	1	1

TABLE A—*Continued*

491. **EE.** **Conducting other pupil activities:**																									
492. Routine school activities	4	7	4	5	4	5	5	7	5	5	4	8	2	4	4	4	6	3	5	4	6	6	5	6	6
493. Opening exercises	7	4	7	5	6	6	2	5	4	5	3	9	5	4	4	2	6	6	4	3	2	6	3	2	2
494. Recess, lunchroom activities	7	4	8	7	7	7	3	7	4	6	6	9	8	3	6	5	5	6	3	4	1	4	4	4	2
495. Study-hall activities	3	4	9	3	4	4	2	5	3	3	7	3	8	2	6	7	5	5	2	5	7	2	8	4	7
496. Excursions	6	6	5	2	6	6	3	7	5	5	6	3	7	4	5	5	6	3	2	5	8	3	8	5	9
497. **FF.** **Rewarding and penalizing:**																									
498. Rewarding meritorious classroom conduct	3	5	3	3	3	4	3	3	2	2	3	8	5	4	4	4	4	7	3	3	4	7	6	6	5
499. Rewarding meritorious conduct in extra-classroom activities	5	7	5	4	5	4	3	4	1	2	5	6	6	5	5	5	5	7	3	4	6	7	7	6	6
500. Penalizing classroom misdemeanors	3	3	4	2	2	3	2	3	2	1	4	2	6	3	3	4	1	7	2	2	3	4	6	2	3
501. Penalizing extra-classroom misdemeanors	4	4	5	4	4	5	1	5	2	3	5	2	7	3	4	5	3	7	3	4	6	3	7	3	4
502. **GG.** **Exhibiting effective teaching traits**	1	1	1	1	1	1	2	2	1	1	2	2	1	1	1	1	3	1	1	1	3	5	2	1	2
503. **HH.** **Scheduling activities**	5	3	5	2	4	5	2	5	2	3	5	4	5	2	3	4	5	5	3	3	5	3	6	2	4
504. **II.** **Grouping pupils**	5	3	4	2	4	5	4	4	2	4	5	3	5	6	4	5	6	2	3	3	7	5	5	2	6
505. **JJ.** **Providing worth-while occupations**	4	1	2	1	2	3	3	4	2	2	2	1	3	1	1	1	2	2	2	1	3	1	2	2	1
506. **KK.** **Protecting school community**	6	4	1	1	4	7	4	1	1	3	5	5	1	7	4	3	6	2	4	3	6	2	2	2	2
DIVISION III. ACTIVITIES INVOLVING SUPERVISION OF PUPILS' EXTRA-CURRICULAR ACTIVITIES (EXCLUSIVE OF ACTIVITIES INVOLVED IN SCHOOL AND CLASSROOM MANAGEMENT)																									
507. **A.** **Activities involving informal contacts with pupils:**																									
508. Establishing cordial relations with pupils	5	7	5	7	6	5	6	2	5	4	6	9	8	6	8	7	5	6	7	7	6	7	3	6	5
509. Obtaining information about pupils	3	5	2	4	2	3	2	1	2	1	4	4	1	5	3	2	7	1	5	2	4	4	1	4	3
510. Assisting individual pupils	3	6	3	4	3	3	4	1	3	2	3	6	5	4	3	4	5	4	6	4	4	6	4	6	4
511. Participating in activities with pupils	3	7	5	6	3	3	5	2	4	2	3	7	6	5	4	2	7	5	3	3	2	7	5	4	4
512. Regulating pupils' activities	2	2	3	3	2	3	2	3	2	1	3	2	5	2	2	2	3	6	3	2	2	5	5	3	2
513. Providing facilities for pupils' activities outside of school	5	2	7	6	5	6	6	4	5	5	6	1	9	2	5	7	1	9	2	6	7	3	7	4	6
514. Coaching and teaching pupils	5	4	6	3	5	6	4	1	2	3	6	7	7	1	5	7	4	5	1	4	7	2	8	4	7
515. Securing pupil participation in informal contacts	4	5	7	6	5	4	6	5	7	6	5	7	8	6	6	5	3	7	5	4	6	4	7	7	6

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)																									
516. B. Activities involved in supervising play:																									
517. Establishing cordial relations with pupils	7	6	3	6	6	7	2	1	1	3	3	9	4	5	4	2	9	2	7	3	2	8	2	3	3
518. Obtaining information about pupils	6	4	6	5	6	7	6	3	3	5	5	9	5	6	6	4	6	6	6	4	5	7	5	6	5
519. Assisting individual pupils	7	5	3	5	6	7	6	2	2	5	4	6	4	3	4	1	8	3	5	3	3	8	6	5	4
520. Participating in play activities with pupils	7	7	7	6	8	7	6	3	5	7	5	9	7	8	7	2	8	8	4	3	1	7	3	4	3
521. Regulating the pupils' activities in play	7	5	4	2	5	3	6	6	5	7	5	8	6	3	5	2	6	8	2	3	3	6	6	4	4
522. Providing facilities for playing	7	7	4	2	6	8	4	1	3	9	6	8	7	2	6	5	7	6	5	5	4	3	6	2	2
523. Coaching and teaching pupils how to play	8	7	6	1	6	8	2	2	1	3	5	8	5	2	4	3	3	6	1	1	3	6	2	1	2
524. Securing pupil participation in play	7	3	3	2	5	8	1	2	2	4	5	8	4	5	5	2	3	6	5	2	3	7	4	3	4
525. Selecting plays for the pupils	8	1	5	2	5	8	4	5	1	5	6	7	8	3	7	5	6	7	1	3	4	4	6	4	4
526. Acting as official in pupils' games	8	4	7	5	7	9	7	7	3	8	6	7	9	4	8	5	9	8	2	6	4	7	7	6	5
527. C. Activities involved in supervising athletics:																									
528. Establishing cordial relations with pupils	8	7	3	2	6	9	2	2	5	6	5	9	5	4	5	7	6	4	6	6	6	7	3	3	5
529. Obtaining information about pupils	8	3	4	3	6	9	7	6	5	9	6	8	1	5	5	8	7	4	3	6	6	4	3	4	4
530. Assisting individual pupils	8	6	5	3	6	9	7	6	1	7	6	7	5	4	6	7	6	7	4	7	6	5	6	5	5
531. Participating in athletic sports with pupils	8	8	6	5	8	9	2	6	5	7	7	5	7	3	7	9	1	8	1	8	6	5	6	4	5
532. Regulating pupils' activities in athletics	8	8	4	2	6	9	7	6	1	7	7	4	5	4	6	8	3	8	4	8	7	3	8	4	7
533. Providing facilities for athletics	8	6	6	2	6	9	1	4	2	4	8	5	2	2	6	9	5	8	6	9	7	3	7	4	6
534. Coaching	8	7	7	1	7	9	1	6	1	4	8	3	7	1	5	9	8	8	1	8	7	2	6	2	5
535. Securing pupil participation in athletics	6	8	7	4	7	9	1	6	5	5	7	9	4	5	7	9	10	10	7	9	7	1	6	3	5
536. Selecting participants for teams	9	5	8	4	8	9	2	8	5	8	7	3	8	5	8	9	10	8	1	9	7	2	8	5	7
537. Rewarding good work in athletics	8	7	7	5	7	9	6	4	2	7	8	5	8	7	9	9	10	5	1	8	8	3	9	5	9
538. Forming athletic policies	8	3	4	2	5	10	2	1	1	8	7	2	8	2	6	9	10	8	1	8	7	3	7	2	6

TABLE A—*Continued*

539. Acting as official in games	8	3	7	2	6	9	7	9	2	9	7	2	9	2	8	8	10	7	1	8	7	5	8	4	8
540. Scheduling athletic activities	8	8	7	6	8	9	2	8	1	6	7	2	9	6	8	9	6	5	8	9	8	4	7	4	8
541. D. Activities involved in supervising social activities:																										
542. Establishing cordial relations with pupils	5	3	4	4	5	5	5	1	3	3	6	9	6	4	7	7	5	3	7	6	6	7	3	4	5
543. Obtaining information about pupils	5	5	5	4	5	5	5	2	4	4	5	4	5	3	4	6	5	3	5	5	6	3	5	4	9
544. Assisting individual pupils	5	4	6	6	6	5	5	3	6	5	5	3	6	2	4	6	5	4	5	5	6	3	3	6	5
545. Participating in social activities with pupils	5	7	5	6	6	5	4	5	7	5	6	7	8	6	8	9	3	7	7	6	6	5	4	4	4
546. Regulating pupils' social activities	5	3	3	3	4	6	5	7	7	7	6	2	8	2	5	8	3	5	3	6	7	3	5	4	5
547. Providing facilities for social activities	5	5	3	2	4	6	6	5	7	6	7	3	6	2	5	7	5	6	2	6	6	3	6	4	5
548. Coaching and teaching pupils	6	4	4	3	5	7	7	6	8	8	7	5	7	1	5	7	4	8	2	6	6	4	6	2	4
549. Securing pupil participation in social activities	5	4	4	4	5	5	2	3	8	5	7	6	6	5	6	7	3	6	3	5	6	5	5	5	5
550. Selecting social activities	6	3	2	2	4	5	3	3	4	4	6	3	5	3	4	7	1	6	2	3	6	4	4	5	9
551. Rewarding service in social activities	6	4	5	5	6	8	3	5	6	6	7	2	9	6	9	9	6	1	6	7	8	2	8	7	8
552. Forming policies concerning social activities	6	3	4	3	5	7	3	5	5	6	7	2	8	2	6	8	1	7	5	7	7	2	6	4	5
553. Managing funds for social activities	6	4	6	5	6	7	6	3	6	7	7	2	9	6	9	8	7	7	6	9	7	2	8	4	7
554. Acting as official at social activities	6	6	6	5	6	6	7	7	8	8	7	3	9	3	8	8	1	9	4	7	6	2	8	3	5
555. E. Activities involved in supervising musical and dramatic organizations:																										
556. Establishing cordial relations with pupils	7	7	6	5	7	8	6	2	2	6	6	9	5	7	7	8	7	3	9	8	7	7	1	3	6
557. Obtaining information about pupils' abilities	7	4	6	3	6	8	6	7	3	8	7	7	2	6	6	8	6	4	2	6	8	2	5	3	6
558. Assisting individual pupils	7	5	7	3	7	8	6	5	3	7	6	5	4	3	5	8	6	6	2	6	8	2	5	5	6
559. Assisting in pupils' musical and dramatic activities	7	3	8	4	7	9	2	7	1	5	6	5	7	3	6	8	1	5	1	4	7	3	3	1	4
560. Regulating pupils' activities	7	7	8	5	7	8	4	7	3	7	7	3	7	2	5	8	2	7	4	6	8	2	6	5	7
561. Providing facilities for musical and dramatic activities	7	4	8	3	7	9	7	6	3	1	7	5	5	2	5	8	1	5	2	5	8	1	5	2	5
562. Coaching	7	6	7	2	6	9	2	2	2	5	7	4	5	1	5	8	2	9	1	5	8	1	6	2	5
563. Securing pupil participation	7	5	6	2	6	9	6	7	3	8	7	7	6	6	7	7	6	6	5	7	7	3	5	5	6
564. Selecting plays and musical compositions	7	2	6	1	5	9	1	2	1	3	7	6	6	1	5	8	1	8	1	4	8	3	6	2	6
565. Selecting participants for musical and dramatic activities	7	5	7	3	7	9	4	2	3	6	7	3	7	5	6	9	5	6	1	6	9	1	7	2	7

TABLE A—*Continued*

Activities from Check-List	A Senior High School					B Junior High School					C Intermediate Grades					D Kindergarten-Primary					E Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)																									
566. Rewarding good work in music and dramatics.	8	6	8	5	7	10	8	1	1	6	7	3	8	6	7	9	3	6	6	8	9	2	8	5	9
567. Forming policies concerning musical and dramatic activities	7	3	7	5	7	10	8	1	1	6	7	2	8	2	5	9	2	10	7	9	9	1	8	2	8
568. Managing funds	8	7	8	5	8	9	7	6	5	8	8	1	8	7	8	9	6	5	9	10	9	1	8	6	9
569. Acting as official	8	6	8	8	8	9	7	2	1	6	7	2	8	2	6	8	2	8	2	8	8	2	6	2	6
570. Scheduling musical and dramatic activities	7	4	7	4	7	9	6	4	2	7	8	3	8	6	8	9	10	10	10	10	9	1	7	2	8
571. F. Activities involved in supervising pupils' publications:																									
572. Establishing cordial relations with pupils	7	4	3	4	5	7	2	4	2	5	8	4	7	3	7	9	6	5	1	7	8	3	3	3	7
573. Obtaining information about pupils	7	5	5	5	6	7	2	6	3	6	8	4	4	2	5	9	2	8	10	10	8	2	7	6	8
574. Assisting individual pupils	7	4	6	4	6	7	6	2	4	5	8	1	7	3	5	9	10	1	10	9	8	2	7	3	7
575. Participating in activities with pupils	7	3	6	1	5	6	3	6	1	4	8	3	7	6	8	9	9	8	4	9	8	2	7	2	6
576. Regulating pupils' activities	6	2	5	2	5	7	1	7	2	4	8	2	7	3	6	10	2	8	4	2	8	3	5	1	5
577. Providing facilities for pupils' publications	7	2	6	1	5	7	1	6	2	4	8	2	7	2	6	10	2	8	4	2	9	1	8	2	7
578. Coaching pupils	7	1	6	1	5	7	1	4	2	3	9	1	6	1	5	10	2	8	4	2	9	3	6	2	8
579. Securing pupil participation	6	6	4	4	5	7	1	5	3	4	8	2	7	4	7	9	6	5	10	6	9	2	5	4	8
580. Selecting pupil activities	7	3	5	1	5	6	1	6	2	4	8	1	7	2	5	9	6	5	1	6	8	1	3	2	5
581. Rewarding good work in connection with publication	8	2	7	5	6	7	3	7	3	6	8	2	9	4	8	9	9	1	10	9	9	2	7	4	8
582. Forming policies concerning publications	7	1	5	2	4	7	1	6	1	3	9	1	7	1	4	10	2	8	4	2	9	2	7	3	8
583. Managing funds of pupil puplications	8	2	7	4	6	7	3	6	2	5	9	2	9	1	8	10	2	8	4	2	9	1	9	4	9
584. Acting as official	6	2	6	3	5	7	2	4	2	4	9	2	8	1	7	10	2	8	4	2	9	1	8	2	8

TABLE A—*Continued*

585. G.	**Activities involved in supervising pupils' forensic activities:**																									
586.	Establishing cordial relations with pupils	7	6	6	4	6	8	7	2	5	8	7	3	3	5	5	9	2	8	10	2	8	8	4	7	9
587.	Obtaining information about pupils' abilities	7	4	7	4	7	8	7	6	5	8	7	7	4	6	7	10	2	8	4	2	8	6	7	7	3
588.	Participating in forensic activities	7	6	8	6	8	9	6	4	2	7	8	3	7	8	8	10	2	8	4	2	8	2	8	3	7
589.	Regulating pupil activities	7	3	7	3	6	8	6	2	1	4	8	3	4	2	5	9	2	8	4	2	8	2	6	5	8
590.	Providing facilities for forensic activities	7	4	8	6	7	9	7	6	5	8	8	3	7	4	8	9	2	8	10	2	9	2	8	4	9
591.	Coaching	8	2	7	1	6	9	7	1	1	5	8	2	6	3	6	9	2	8	1	2	9	4	7	2	8
592.	Securing pupil participation in forensic activities	7	3	7	2	6	8	7	6	5	8	8	6	5	3	7	9	2	8	10	2	9	2	7	3	8
593.	Selecting materials and activities	7	3	8	4	7	8	6	5	1	6	8	3	5	1	5	9	2	8	1	2	8	3	6	4	8
594.	Selecting pupil participants	7	6	8	5	8	9	4	5	5	7	8	2	4	6	7	9	2	8	10	2	9	4	7	4	9
595.	Rewarding good work	8	4	8	7	8	9	6	4	2	7	8	6	7	5	8	10	2	1	10	2	9	5	8	7	9
596.	Forming policies concerning forensic activities	7	2	7	3	6	9	6	4	2	7	9	7	8	1	6	10	2	9	4	2	9	1	7	3	8
597.	Managing funds	8	3	8	7	8	10	7	1	1	6	9	3	9	8	9	10	2	9	4	2	9	1	8	8	9
598.	Acting as official	7	4	8	6	7	9	6	6	5	8	9	1	6	2	6	10	2	9	4	2	9	1	8	4	8
599.	Scheduling activities	7	5	8	6	8	9	7	8	5	9	9	3	4	4	7	10	2	9	4	2	9	3	8	7	9
600. H.	**Activities involved in supervising pupils' excursions:**																									
601.	Establishing cordial relations with pupils	7	5	5	4	6	6	7	3	7	6	7	7	6	4	6	6	8	7	7	8	8	5	3	6	8
602.	Participating in excursions	7	6	7	7	7	6	7	8	8	8	7	8	7	7	8	6	8	5	7	8	8	7	6	6	8
603.	Regulating pupils' activities	6	5	6	5	6	7	6	6	7	8	7	7	6	2	6	6	5	6	2	5	8	4	3	2	6
604.	Providing facilities for excursions	7	2	6	5	6	7	6	7	7	7	7	4	5	6	6	6	5	6	6	5	8	3	8	5	8
605.	Selecting point to which to make excursions	6	5	7	6	7	6	7	7	7	8	6	5	5	6	5	6	8	6	6	8	8	4	7	6	8
606.	Managing funds needed in making excursions	8	3	7	4	6	8	6	8	7	8	7	5	6	7	7	7	6	9	7	6	9	2	8	7	9
607.	Scheduling excursions	7	6	6	4	7	7	6	7	6	7	7	6	6	8	8	6	6	9	7	6	9	2	8	4	9
608. I.	**Activities involved in supervising pupils' assemblies:**																									
609.	Establishing cordial relations with pupils	7	4	4	3	5	8	6	2	3	6	6	9	7	6	8	8	8	2	5	8	8	7	2	6	7
610.	Participating in assemblies	6	8	6	4	6	8	4	2	1	5	7	5	9	4	8	8	1	7	2	5	8	3	4	3	6
611.	Regulating pupil activities	6	2	6	4	6	8	4	2	2	5	7	5	6	5	6	8	2	5	1	5	8	4	6	7	8
612.	Teaching in assemblies	8	3	8	4	8	10	7	1	1	6	9	5	8	1	8	9	2	7	1	5	8	5	7	3	8
613.	Securing pupil participation in assemblies	6	3	5	4	6	8	4	6	5	7	6	6	5	4	6	8	5	5	3	7	8	4	5	4	7
614.	Selecting assembly activities	7	3	6	2	6	9	2	5	5	6	6	1	7	1	4	8	1	8	1	5	8	5	6	2	7

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)																									
615. Selecting participants in assemblies	7	6	8	5	7	8	7	7	5	8	7	4	9	4	8	8	6	9	5	9	8	6	5	7	8
616. Rewarding good work in assemblies	7	6	7	7	7	9	7	8	7	9	7	6	7	6	8	9	4	7	9	9	8	7	8	6	9
617. Forming policies for assemblies	7	1	5	3	5	9	4	5	1	6	8	5	9	3	8	9	5	9	1	8	8	3	6	3	7
618. Managing funds for assemblies	8	2	8	6	7	10	7	1	1	6	9	2	9	9	9	9	6	5	10	9	9	4	8	6	9
619. Acting as official at assemblies	7	2	8	4	7	9	1	3	2	4	8	5	8	3	8	8	2	10	2	7	9	4	7	6	9
620. Scheduling assemblies	7	5	7	6	7	9	7	1	1	5	8	9	8	8	9	9	1	7	3	9	9	6	7	8	9
621. J. Activities involved in supervising drives and campaigns:																									
622. Establishing cordial relations with pupils	6	7	8	5	7	5	6	6	6	6	5	6	7	8	6	7	6	2	7	6	6	7	3	6	5
623. Participating in campaigns	5	7	8	7	7	6	6	8	7	7	6	6	7	8	8	7	4	3	7	6	7	3	7	3	5
624. Regulating pupils' activities	6	5	8	6	7	5	7	8	5	6	6	5	8	4	6	7	2	6	2	5	6	3	5	6	5
625. Providing school facilities	6	6	8	7	7	6	5	8	4	6	6	3	7	5	5	8	5	5	5	6	6	4	7	5	6
626. Securing pupil participation in campaigns	5	6	7	5	6	5	4	6	6	5	5	3	7	8	6	7	3	2	2	4	6	3	5	7	5
627. Selecting pupil participants in campaigns	6	6	7	5	7	5	2	7	6	6	6	3	8	7	7	7	3	4	2	5	7	2	6	6	6
628. Rewarding good work in campaigns and drives	6	5	8	7	8	7	3	8	6	7	6	5	9	8	8	8	6	7	6	8	7	5	7	6	7
629. Forming policies concerning the institution of campaigns and drives	7	3	8	5	7	6	2	8	6	6	7	1	8	6	6	8	2	7	2	5	7	3	8	3	7
630. Managing funds	8	6	8	5	8	7	4	8	6	8	7	2	9	7	8	7	6	7	6	8	8	4	7	7	8
631. Acting as official	7	3	9	6	8	7	3	9	9	8	7	7	8	7	9	8	2	7	2	5	7	3	7	5	6
632. Scheduling campaigns and drives	8	6	9	7	8	8	7	8	6	8	8	4	8	8	9	8	2	5	2	5	7	3	7	4	7

633. **K. Activities involved in supervising other pupil organizations:**																										
634. Establishing cordial relations with pupils	5	7	4	3	6	6	5	1	3	4	7	9	2	6	7	10	2	9	4	9	8	7	2	7	8	
635. Obtaining information about pupils	6	7	5	3	6	6	7	3	3	5	7	6	3	4	6	10	2	9	4	9	8	4	4	7	8	
636. Assisting individual pupils	6	7	6	5	6	6	5	4	3	5	7	3	5	2	6	10	2	9	4	9	8	2	4	6	7	
637. Participating in other pupil organizations	6	6	7	5	7	7	6	5	3	6	7	3	7	6	8	10	2	9	4	9	8	3	8	4	8	
638. Regulating pupil activities	5	3	3	3	4	6	2	5	2	4	8	3	4	3	6	10	2	9	4	9	8	1	7	4	7	
639. Providing facilities for the establishment and maintenance of other organizations	7	3	6	4	6	7	5	4	3	5	8	3	6	4	7	10	2	9	4	9	8	2	8	3	8	
640. Coaching pupils	6	5	6	3	6	7	7	7	3	7	8	7	6	1	6	10	2	9	4	9	8	3	4	3	7	
641. Securing participation of pupils in other organizations	7	4	7	4	7	6	2	5	4	5	8	5	5	4	7	10	2	9	4	9	9	1	7	7	8	
642. Selecting materials and activities for other organizations	7	4	8	4	6	7	2	5	3	5	8	4	8	2	6	10	2	9	4	9	9	1	8	6	8	
643. Selecting participants	6	6	7	4	7	7	6	7	5	7	8	6	8	7	9	10	2	9	4	9	8	2	8	4	8	
644. Rewarding good work	6	5	6	5	6	8	6	7	3	7	7	6	8	5	9	9	2	1	4	6	8	5	7	6	9	
645. Forming policies	5	1	3	3	4	6	2	3	2	3	8	3	8	3	7	10	2	9	4	9	8	2	8	3	7	
646. Managing funds	7	5	7	7	7	8	6	6	2	6	8	4	9	7	9	10	2	9	4	9	9	2	8	3	9	
647. Acting as official	6	6	6	6	6	7	6	8	5	7	8	7	8	4	9	10	2	9	4	9	9	3	8	4	9	
648. Scheduling	6	4	7	7	7	8	6	6	3	6	8	4	8	4	8	10	2	9	4	9	9	3	5	4	8	
649. **L. Activities involved in supervising special programs:**																										
650. Establishing cordial relations with pupils	6	5	7	7	7	8	7	4	8	8	6	6	6	7	6	8	8	4	4	8	7	8	1	6	7	
651. Obtaining information about pupils' abilities	6	6	6	7	7	8	6	6	7	7	6	6	7	6	6	8	5	3	3	6	7	7	3	7	7	
652. Assisting individual pupils	6	4	6	6	6	8	7	7	6	8	6	4	7	5	6	8	4	7	2	6	7	6	5	7	7	
653. Participating in special programs with pupils	7	5	7	5	7	9	7	9	5	9	7	5	9	5	8	8	2	9	2	7	7	6	7	5	7	
654. Regulating pupils' activities in connection with special programs	6	4	6	3	6	8	6	8	4	8	6	3	6	3	5	8	2	7	2	5	7	4	6	5	6	
655. Providing facilities	6	3	7	5	6	8	7	8	3	8	7	3	8	3	6	8	3	8	4	8	7	2	7	7	7	
656. Coaching	6	2	5	3	5	8	4	4	2	6	7	3	8	3	6	8	7	8	1	6	7	6	5	3	6	
657. Securing pupil participation	6	4	6	4	6	8	7	8	7	9	6	8	7	6	8	8	3	4	5	7	7	7	3	7	6	
658. Selecting materials and activities for special programs	6	2	6	3	5	8	3	6	3	6	6	1	5	2	3	8	1	7	1	4	7	4	3	2	4	
659. Selecting participants	6	2	6	6	6	8	7	9	7	9	6	4	7	7	7	8	5	9	7	9	7	6	6	8	8	

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)																									
660. Rewarding good work	6	3	7	7	7	8	6	9	5	8	6	4	8	6	7	8	5	7	6	8	7	4	8	8	8
661. Forming policies	6	3	5	3	6	8	3	6	2	6	7	1	7	3	5	8	2	8	2	7	7	6	7	7	8
662. Managing funds	7	4	8	6	7	9	7	6	2	8	8	4	8	7	9	9	1	7	4	7	8	4	7	6	9
663. Acting as official	6	5	8	7	8	9	5	8	2	8	7	2	8	6	7	9	1	8	1	5	7	4	7	7	8
664. Scheduling	7	5	7	7	7	9	6	4	1	5	7	5	8	7	9	9	1	9	8	9	7	6	7	8	8
Division IV. Activities Involving Relationships with Personnel of School Staff																									
665. **A. Local school board:**																									
666. Securing position from	1	6	5	3	2	4	7	8	5	6	2	9	3	2	3	2	9	9	8	5	1	7	1	1	1
667. Securing promotion from	4	7	6	4	5	6	8	9	7	9	6	9	4	6	6	5	6	8	7	6	9	9	9	9	9
668. Offering resignation to	9	6	9	8	9	7	9	9	6	9	5	3	4	7	5	5	8	9	8	7	7	4	6	7	7
669. Participating meetings called by	6	8	8	7	8	6	9	8	6	9	8	8	4	6	8	8	7	5	8	8	2	7	1	2	1
670. Meeting socially with	4	1	8	8	5	7	9	9	7	9	7	4	6	7	6	2	9	8	8	5	1	6	2	5	1
671. Securing cordial relations with	6	8	6	8	7	8	9	9	9	9	9	5	10	10	9	3	8	4	7	4	1	7	2	5	1
672. Developing professional spirit in	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	5	3	1	2	1
673. Supporting policies of	4	1	4	6	3	4	8	7	6	7	2	6	5	5	3	1	7	3	7	3	1	4	2	5	1
674. Making use of facilities provided by	2	8	8	7	4	3	8	7	7	6	4	7	5	6	4	1	8	4	4	2	1	7	1	4	1
675. Attending to school visits of	8	9	9	9	9	7	7	8	7	8	8	4	7	8	9	6	9	8	9	8	1	8	2	7	1
676. Making professional visits to	9	9	9	9	9	9	9	10	10	10	10	3	10	10	9	7	6	7	8	8	1	8	2	5	1
677. Offering recommendations in matters of school policy to	9	9	9	9	9	9	10	10	10	10	9	9	9	9	9	9	10	10	10	10	1	5	3	3	1

TABLE A—*Continued*

678.	Giving advice and information on occasion to.	9	10	10	10	10	9	10	10	10	10	10	2	10	10	9	8	3	7	8	8	1	5	4	3	1
679.	Assisting—in major projects	9	10	10	10	10	9	10	10	10	10	9	10	10	10	10	10	10	10	10	10	7	8	7	5	8
680.	Assisting—in minor duties	10	10	10	10	10	10	10	10	10	10	10	4	10	10	9	8	5	9	8	9	5	8	8	8	8
681.	Following directions and instructions	5	8	4	6	5	5	8	6	7	8	5	4	3	4	5	1	9	4	7	3	1	8	7	5	1
682.	Working in committee with	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	8	3	6	3
683.	Recommending other teachers to	8	9	9	9	9	9	10	10	10	10	7	3	9	9	9	8	5	10	9	10	7	7	8	8	9
684.	Making standardized reports to	8	8	7	6	8	8	9	9	9	9	9	3	9	9	9	7	4	4	5	6	1	8	7	7	1
685.	Referring matters (duties of office)	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	7	6	8	4
686.	Presenting complaints to	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	19	1	3	4	4	1
687.	Reporting needs to	8	9	9	9	9	9	10	10	10	10	6	3	9	9	9	8	7	4	7	8	1	8	4	5	1
688.	Securing official approval of proposed plans, by	9	9	9	9	9	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	1	6	5	5	1
689.	Securing action on decision arrived at with	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	5	5	6	3
690.	Obtaining advice and information from	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	1	6	5	8	1
691.	Obtaining assistance from	10	9	10	10	10	10	10	10	10	10	10	4	10	10	9	8	8	6	6	8	1	8	5	7	1
692.	Securing supplies from	6	9	9	9	9	9	10	10	10	10	8	6	9	9	10	7	4	6	7	7	1	8	3	4	1
693.	**B. Custodian of supplies:**																									
694.	Making use of facilities provided by	8	9	9	9	9	7	8	7	9	9	10	5	8	7	9	9	10	10	10	10	10	10	10	10	10
695.	Reporting needs to	9	9	9	9	9	7	7	6	9	9	9	2	8	5	9	10	10	10	10	10	10	10	10	10	10
696.	Securing supplies from	5	9	9	9	8	5	8	6	9	8	7	3	6	7	7	7	9	7	8	9	10	10	10	10	10
697.	**C. Dean of Women:**																									
698.	Securing cordial relations with	7	9	4	8	8	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10
699.	Supporting policies of	6	9	2	7	7	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
700.	**D. Department head:**																									
701.	Participating in meetings called by	6	9	3	7	7	7	8	9	8	9	10	7	6	7	9	9	10	10	10	10	10	10	10	10	10
702.	Meeting socially with	7	9	8	9	9	7	8	9	9	9	10	7	9	9	9	10	10	10	10	10	10	10	10	10	10
703.	Securing cordial relations with	8	9	3	8	8	6	8	9	9	9	9	9	8	9	9	9	10	10	10	10	10	10	10	10	10
704.	Securing departmental co-operation of	7	8	2	7	6	6	8	5	6	8	9	3	7	5	9	7	10	10	10	10	9	10	10	10	9
705.	Supporting policies of	5	8	2	8	6	6	8	5	8	8	10	5	4	7	9	10	8	4	7	9	10	10	10	10	10
706.	Making use of facilities provided by	7	8	9	9	9	7	8	8	2	9	10	8	8	8	9	10	10	10	10	10	10	10	10	10	10
707.	Giving advice and information on occasion to	6	9	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
708.	Assisting—in major projects	9	10	10	10	10	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division IV. Activities Involving Relationships with Personnel of School Staff																									
709. Assisting—in minor duties	9	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
710. Following directions and instructions of	6	9	4	8	9	6	8	7	7	8	10	1	6	4	8	8	9	4	7	9	9	9	9	9	9
711. Working in committee with	8	9	7	8	8	7	9	7	8	9	10	6	8	6	9	10	10	10	10	10	10	10	10	10	10
712. Making standardized reports to	7	9	9	9	9	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10	9	9	9	9	9
713. Reporting needs to	6	8	8	8	8	7	9	4	9	9	10	4	7	6	9	10	10	10	10	10	10	10	10	10	10
714. Securing official approval of proposed plans, by	7	7	7	7	8	7	9	3	8	9	10	5	7	6	9	10	10	10	10	10	10	10	10	10	10
715. Securing action on decisions arrived at with	8	9	9	9	9	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
716. Obtaining advice and information from	5	8	7	8	7	7	9	5	8	9	10	3	8	6	9	10	10	10	10	10	9	9	9	9	9
717. Obtaining assistance from	7	8	7	8	8	7	9	5	8	9	9	3	8	7	9	10	10	10	10	10	10	10	10	10	10
718. Securing supplies from	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
719. **E. Janitor:**																									
720. Securing cordial relations with	9	10	10	10	10	8	9	9	9	9	9	10	10	10	10	9	10	10	10	10	10	10	10	10	10
721. Giving advice and information on occasion to	9	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
722. Giving directions to	7	9	9	9	9	8	9	9	9	9	10	10	10	10	10	6	9	8	8	8	10	10	10	10	10
723. Presenting complaints to	9	10	10	10	10	7	7	8	9	9	10	4	7	7	9	10	10	10	10	10	10	10	10	10	10
724. Reporting needs to	9	10	10	10	10	7	7	8	9	9	10	6	7	7	9	10	10	10	10	10	10	10	10	10	10
725. Securing supplies from	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	9	8	8	9	10	10	10	10	10
726. **F. Librarian:**																									
727. Meeting socially with	8	9	9	9	9	8	8	9	9	9	9	5	9	9	9	10	10	10	10	10	9	9	9	9	9
728. Securing cordial relations with	9	1	6	9	7	7	9	8	8	9	9	5	8	5	9	10	10	10	10	10	10	10	10	10	10
729. Securing departmental co-operation of	8	9	9	9	9	7	8	7	8	9	10	5	6	9	9	9	10	10	10	10	10	10	10	10	10

730. Supporting policies of	9	10	10	10	9	9	10	10	10	10	10	10	10	10	10	10	9	9	8	7	9	10	10	10	10	10					
731. Making use of facilities provided by	7	8	3	4	6	7	8	4	4	7	9	7	5	2	8	7	9	5	5	7	10	10	10	10	9						
732. G. Nurse:																															
733. Securing cordial relations with	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	7	10	3	9	9	8	9	9	9	9						
734. Supporting policies of	10	10	10	10	10	9	10	10	10	10	9	10	9	9	10	7	9	2	7	7	6	7	4	4	10						
735. Making use of facilities provided by	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	7	9	4	8	8	8	9	9	9	9						
736. Attending to school visits of	9	10	10	10	10	9	10	10	10	10	8	9	9	9	9	6	9	5	9	7	6	7	5	6	6						
737. Making professional visits to	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	6	8	8	9	9	9	9	9	9						
738. Giving advice and information on occasion to	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	8	9	4	8	9	9	9	9	9	9						
739. Assisting—in major projects	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	8	8	5	6	7	9	10	10	10	9						
740. Assisting—in minor duties	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	9	5	8	9	9	9	9	9	9						
741. Following directions and instructions	10	10	10	10	10	8	9	9	9	9	9	10	10	10	10	6	9	1	8	7	5	7	5	5	5						
742. Obtaining advice and information from	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	7	9	3	8	8	7	8	5	5	7						
743. Obtaining assistance from	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	7	9	4	8	8	7	8	5	4	7						
744. H. Physician:																															
745. Meeting socially with	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	9	9	9	9						
746. Supporting policies of	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	8	8	3	9	9	9	10	10	10	9						
747. Making use of facilities provided by	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	8	5	8	9	10	10	10	10	10						
748. Attending to school visits of	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	8	7	2	9	9	10	10	10	10	10						
749. Following directions and instructions	9	10	10	10	10	9	10	10	10	10	9	10	10	10	10	7	9	4	9	8	9	9	9	9	9						
750. Obtaining advice and information from	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	9	7	3	9	9	9	9	9	9	9						
751. Obtaining assistance from	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	9	6	9	9	10	10	10	10	10						
752. I. Principal:																															
753. Securing position from	10	6	6	6	8	10	10	10	10	10	9	10	10	10	10	9	7	9	8	9	10	10	10	10	10						
754. Securing promotion from	4	5	6	7	5	9	10	10	10	10	8	9	9	9	9	7	7	5	8	8	10	10	10	10	10						
755. Offering resignation to	6	9	9	9	9	10	10	10	10	10	9	10	9	9	10	10	10	10	10	10	10	10	10	10	10						
756. Participating in meetings called by	1	9	6	8	4	1	8	6	9	4	1	9	3	7	3	1	9	1	6	3	10	10	10	10	9						
757. Meeting socially with	4	8	9	9	8	2	8	9	9	8	5	7	6	8	7	4	9	6	9	6	10	10	10	10	10						
758. Securing cordial relations with	6	9	4	8	7	5	8	5	8	7	5	7	5	7	5	5	9	4	9	6	10	10	10	10	10						
759. Securing departmental co-operation of	7	9	9	9	9	6	8	4	8	8	9	7	5	5	9	9	10	10	10	10	10	10	10	10	10						
760. Supporting policies of	1	9	4	7	3	2	7	4	7	4	4	7	4	4	4	4	8	1	5	3	10	10	10	10	10						

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					G				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division IV. Activities Involving Relationships with Personnel of School Staff																									
761. Making use of facilities provided by	8	8	4	8	8	4	8	4	9	1	6	7	4	5	6	5	9	9	7	8	10	10	10	10	10
762. Attending to school visits of	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	6	7	8	9	8	10	10	10	10	10
763. Making professional visits to	7	8	8	7	8	7	7	7	8	6	8	5	6	4	7	6	9	6	7	8	10	10	10	10	10
764. Offering recommendations in matters of school policy to	4	7	7	6	5	2	7	7	7	4	9	2	5	4	7	2	3	7	8	4	10	10	10	10	10
765. Giving advice and information on occasion to	4	7	6	7	5	10	7	8	8	9	9	3	7	4	8	5	3	8	9	6	10	10	10	10	10
766. Assisting—in major projects	4	5	5	5	4	5	7	6	7	7	7	6	4	4	6	4	9	6	7	5	10	10	10	10	10
767. Assisting—in minor duties	5	8	7	7	7	5	8	7	8	8	6	9	4	8	8	3	9	6	8	5	10	10	10	10	10
768. Following directions and instructions	1	8	3	7	3	1	8	3	8	3	3	7	4	6	4	1	9	3	6	2	9	9	9	9	9
769. Working in committee with	9	10	10	10	10	7	8	8	7	9	8	5	6	7	8	6	9	5	8	8	10	10	10	10	10
770. Acting as mediator between other persons and	9	10	9	9	9	9	10	10	10	10	10	10	10	10	10	8	3	8	9	9	10	10	10	10	10
771. Recommending other teachers to	8	6	8	8	8	10	10	10	10	10	9	10	10	10	10	8	3	9	9	9	10	10	10	10	10
772. Making standardized reports to	3	8	7	6	5	1	8	6	5	4	7	5	4	2	5	9	9	4	5	3	10	10	10	10	10
773. Referring matters (duties of office) to	5	7	8	7	7	3	8	7	7	6	6	5	5	4	6	5	7	7	8	6	10	10	10	10	10
774. Presenting complaints to	10	7	8	7	9	7	8	9	8	6	5	3	6	5	4	5	8	9	9	8	10	10	10	10	10
775. Reporting needs to	10	8	8	8	9	1	8	6	8	5	4	8	5	7	5	3	9	4	9	6	10	10	10	10	10
776. Securing official approval of proposed plans by	10	7	6	7	9	2	7	6	7	4	5	5	4	5	4	2	8	4	6	4	10	10	10	10	10
777. Securing action on decisions arrived at with	10	6	8	7	9	5	8	7	7	7	7	8	7	6	8	6	5	5	9	6	10	10	10	10	10
778. Obtaining advice and information from	2	8	6	8	4	1	8	7	8	4	3	7	6	7	4	1	8	7	9	5	9	9	9	9	9
779. Obtaining assistance from	5	8	8	8	7	3	8	8	8	7	5	9	7	7	6	2	9	5	8	5	10	10	10	10	10
780. Receiving supervisory aid from	6	7	8	7	7	4	8	7	7	7	4	5	4	5	4	5	7	2	8	5	10	10	10	10	10
781. Securing supplies from	7	8	9	8	8	6	8	9	4	8	6	9	7	8	8	6	9	7	8	7	10	10	10	10	10

TABLE A—*Continued*

782. **J. Superintendent:**																											
783. Securing position from	2	4	6	3	3	1	8	6	3	3	2	9	6	7	5	5	8	3	6	5	9	9	9	9	9
784. Securing promotion from	5	4	9	6	7	3	8	7	4	5	5	6	3	2	3	8	7	5	7	8	10	10	10	10	10
785. Offering resignation to	5	1	9	8	7	6	8	9	7	9	4	3	6	4	4	8	6	7	8	9	10	10	10	10	10
786. Participating in meetings called by	2	1	8	8	3	3	8	7	7	7	1	6	6	7	3	5	3	2	9	4	9	9	9	9	9
787. Meeting socially with	3	8	9	8	7	6	9	9	8	9	7	4	6	7	7	6	9	6	8	8	10	10	10	10	10
788. Securing cordial relations with	5	8	7	8	6	7	8	7	8	9	6	6	4	5	5	6	10	2	8	7	10	10	10	10	10
789. Securing departmental co-operation of	9	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10
790. Supporting policies of	2	8	5	7	4	2	7	6	6	4	3	6	3	5	3	2	9	2	5	3	9	9	9	9	9
791. Making use of facilities provided by	10	8	7	7	9	6	8	6	7	8	6	5	5	6	6	5	8	4	5	5	9	9	9	9	9
792. Attending to school visits of	8	9	9	9	9	7	8	8	6	9	6	5	6	6	5	7	7	5	7	7	10	10	10	10	10
793. Making professional visits to	8	9	9	9	9	5	8	8	6	9	7	3	7	3	5	9	4	7	7	9	9	9	9	9	9
794. Offering recommendations in matters of school policy to	7	6	8	8	8	8	9	9	9	9	9	10	9	9	10	8	1	9	7	8	10	10	10	10	10
795. Giving advice and information on occasion to	9	7	7	8	8	8	9	9	9	9	9	10	10	10	10	9	2	8	7	8	10	10	10	10	10
796. Assisting—in major projects	7	7	6	7	7	6	9	7	7	9	7	3	4	5	5	9	6	6	7	9	10	10	10	10	10
797. Assisting—in minor duties	7	8	7	8	8	9	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10
798. Following directions and instructions	3	8	7	8	5	3	8	5	6	5	2	6	4	2	2	4	9	3	6	5	10	10	10	10	10
799. Working in committee with	9	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10
800. Acting as mediator between other persons and	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10
801. Recommending other teachers to	8	9	9	9	10	9	10	10	10	10	8	9	9	9	9	9	10	10	10	10	10	10	10	10	10
802. Making standardized reports to	3	8	8	7	5	4	9	7	4	7	5	4	5	4	4	6	7	3	5	5	10	10	10	10	10
803. Referring matters (duties of office) to	6	9	9	9	9	9	10	10	10	10	7	9	9	9	9	9	10	10	10	10	10	10	10	10	10
804. Presenting complaints to	10	10	10	10	10	9	10	10	10	10	7	9	9	9	9	9	10	10	10	10	10	10	10	10	10
805. Reporting needs to	4	8	8	8	6	1	9	9	9	9	7	9	9	9	9	8	5	7	9	9	10	10	10	10	10
806. Securing official approval of proposed plans by	10	6	8	8	9	7	8	7	5	9	7	4	5	7	7	9	6	4	8	9	10	10	10	10	10
807. Securing action on decisions arrived at with	7	9	9	9	9	9	10	10	10	10	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10
808. Obtaining advice and information from	10	7	8	8	9	5	9	7	7	8	5	2	6	6	4	6	7	3	7	7	10	10	10	10	10
809. Obtaining assistance from	7	7	8	8	8	9	10	10	10	10	7	9	9	9	9	8	5	7	9	10	10	10	10	10	10
810. Receiving supervisory aid from	6	9	9	9	9	7	8	7	6	9	7	1	5	7	6	9	10	10	10	10	10	10	10	10	10
811. Securing supplies from	9	10	10	10	9	10	10	10	10	10	9	10	10	10	10	9	8	7	8	9	10	10	10	10	10
812. **K. Assistant Superintendent:**																									
813. Participating in meetings called by	10	10	10	10	10	7	9	8	7	9	8	4	8	9	9	10	10	10	10	10	10	10	10	10	10

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division IV. Activities Involving Relationships with Personnel of School Staff																									
814. **L. Superintendent:**																									
815. Supporting policies of	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	8	8	4	6	8	9	9	9	9	9
816. **M. County superintendent:**																									
817. Securing position from	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	7	9	5	5	8
818. Participating in meetings called by	9	10	10	10	9	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	1	8	2	7	1
819. Meeting socially with	9	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	5	8	4	8	6
820. Securing cordial relations with	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	1	3	8	1
821. Securing departmental co-operation of	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	10	6	8	2	1	3
822. Supporting policies of	9	10	10	10	10	8	9	9	9	9	9	10	10	10	10	9	10	10	10	10	1	9	3	6	1
823. Making use of facilities provided by	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	8	2	3	1
824. Attending to school visits of	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	1	8	4	6	1
825. Making professional visits to	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	9	7	9	4
826. Following directions and instructions of	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	8	2	4	1
827. Making standardized reports to	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	8	2	5	1
828. Referring matters (duties of office) to	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	6	8	3	7	6
829. Presenting complaints to	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	4	4	5	6	4
830. Reporting needs to	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	9	5	6	3
831. Securing official approval of proposed plans by	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	4	8	4	3	4
832. Securing action on decisions arrived at with	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	6	6	5	6	5
833. Obtaining advice and information from	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	8	2	6	1
834. Obtaining assistance from	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	8	5	6	1
835. Receiving supervisory aid from	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	1	8	4	4	1
836. Securing supplies from	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	7	8	5	7	8

TABLE A—*Continued*

837. N. Supervisor:																										
838. Participating in meetings called by	9	10	10	10	10	7	9	3	7	9	8	6	3	7	8	7	6	3	5	6	7	8	3	8	8
839. Meeting socially with	10	10	10	10	10	10	10	10	10	10	8	9	9	9	9	6	8	6	9	8	5	8	3	8	6
840. Securing cordial relations with	10	10	10	10	10	7	9	3	8	9	8	8	4	7	8	6	6	5	9	7	1	9	4	8	5
841. Securing departmental co-operation of	10	10	10	10	10	10	10	10	10	10	9	10	9	9	10	10	10	10	10	10	8	9	9	9	9
842. Supporting policies of	10	10	10	10	10	7	9	2	8	9	8	4	3	3	5	5	4	3	6	4	5	8	3	7	5
843. Making use of facilities provided by	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	6	9	5	6	7	1	8	2	7	4
844. Attending to school visits of	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	7	7	7	8	8	2	9	2	7	4
845. Making professional visits to	10	10	10	10	10	8	9	9	9	9	9	10	10	10	10	7	9	7	6	8	8	9	9	9	9
846. Offering recommendations in matters of school policy to	10	10	10	10	10	8	9	9	9	9	10	10	10	10	10	9	2	9	8	9	9	9	9	9	9
847. Assisting—in major projects	10	10	10	10	10	9	10	10	10	10	9	10	10	10	10	9	6	6	6	9	9	9	9	9	9
848. Assisting—in minor duties	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	9	9	6	5	9	9	9	9	9	9
849. Following directions and instructions	10	10	10	10	10	6	9	6	8	9	8	5	2	5	7	5	4	4	6	5	1	8	3	5	1
850. Working in committee with	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	8	5	8	7	9	8	8	6	8	9
851. Making standardized reports to	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	7	7	5	3	6	9	9	9	9	9
852. Presenting complaints to	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	7	5	6	5	7
853. Reporting needs to	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	9	8	6	7	9	6	8	5	7	8
854. Securing official approval of proposed plans by	10	10	10	10	10	8	9	9	9	9	9	10	10	10	10	8	7	6	9	9	7	8	3	6	6
855. Securing action on decisions arrived at with	10	10	10	10	10	10	10	10	10	10	9	10	9	10	10	9	7	9	7	9	7	6	4	6	7
856. Obtaining advice and information from	10	10	10	10	10	8	9	9	9	9	8	9	9	9	9	5	7	4	8	6	1	8	2	7	1
857. Obtaining assistance from	10	10	10	10	10	8	9	9	9	9	8	9	9	9	9	6	7	5	9	8	1	8	2	8	1
858. Receiving supervisory aid from	10	10	10	10	10	7	1	8	8	9	7	5	5	7	7	5	8	4	8	6	1	8	3	8	1
859. O. Other teachers:																										
860. Participating in meetings called by	9	10	10	10	9	7	8	4	9	9	10	6	8	9	9	10	10	10	10	10	9	9	9	9	9
861. Meeting socially with	4	9	8	8	7	3	8	9	9	7	6	6	5	8	7	7	9	5	9	8	5	8	4	8	5
862. Securing cordial relations with	4	9	4	8	6	6	8	4	8	8	6	9	7	9	9	6	8	3	7	6	6	8	2	8	6
863. Securing departmental co-operation of	5	7	3	5	5	5	8	3	6	6	9	2	3	7	8	9	4	4	8	9	9	9	9	9	9
864. Developing professional spirit in	7	9	9	9	9	10	10	10	10	10	9	10	10	10	10	10	10	10	10	10	9	9	9	9	9
865. Giving advice and information on occasion to	8	7	8	8	8	6	8	7	8	9	10	2	8	6	9	9	10	10	10	10	8	9	9	9	9
866. Giving directions to	8	9	9	9	9	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10	9	9	9	9	9
867. Assisting—in major projects	7	9	9	9	9	6	9	3	8	9	9	5	4	6	9	9	6	4	6	8	9	9	9	9	9
868. Assisting—in minor duties	7	8	8	8	8	5	9	5	7	8	9	8	7	8	9	9	7	6	8	9	10	9	9	9	9

TABLE A—*Continued*

Activities from Check-List	A Senior High School					B Junior High School					C Intermediate Grades					D Kindergarten-Primary					E Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division IV. Activities Involving Relationships with Personnel of School Staff																									
869. Substituting for	7	8	9	8	8	7	9	7	7	7	9	3	8	6	9	9	10	10	10	10	9	9	9	9	9
870. Working in committee with	8	8	8	8	8	3	8	7	8	7	7	7	4	6	6	7	5	4	8	7	6	8	2	6	5
871. Acting as mediator between other persons and	8	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	9	9	9	9
872. Inspecting work of	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
873. Assisting in supervision of	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
874. Obtaining advice and information from	10	9	8	8	9	6	9	5	7	9	10	5	7	7	9	9	10	10	10	10	9	9	9	9	9
875. Obtaining assistance from	10	8	9	8	9	6	9	6	8	9	10	6	7	7	9	10	10	10	10	10	8	9	9	9	9
876. **P. Substitute teacher:**																									
877. Securing cordial relations with	9	10	10	10	10	10	10	10	10	10	9	10	10	10	10	7	8	7	9	9	10	10	10	10	10
878. Giving advice and information on occasion to	10	10	10	10	10	8	9	9	9	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10
879. Giving directions to	10	10	10	10	10	7	8	9	6	8	8	5	6	5	8	8	7	7	7	9	10	10	10	10	10
880. **Q. Visiting teacher:**																									
881. Securing cordial relations with	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	8	7	6	9	9	8	9	9	9	9
Division V. Activities Involving Relations with Members of School Community																									
882. **A. Giving advice and information to:**																									
883. Parents	3	6	8	2	3	4	7	3	4	3	4	1	1	3	2	4	7	2	4	3	8	2	4	2	6
884. Occupational groups	8	4	7	7	7	10	2	9	9	9	9	2	9	4	9	9	3	10	8	9	4	1	9	1	3
885. Social organizations	7	5	7	5	7	8	2	8	3	6	9	2	9	4	9	7	5	9	6	8	9	1	9	2	9
886. Members of community at large	5	5	7	6	6	7	4	6	4	6	8	2	6	5	6	8	2	8	6	7	8	3	8	2	8

887. **B. Giving assistance to:**																											
888. Parents	7	6	5	3	6	7	3	4	3	5	6	2	3	2	4	6	6	3	2	4	6	3	4	3	5		
889. Occupational groups	8	6	8	7	8	9	1	8	1	5	9	2	7	1	5	9	3	10	6	9	4	1	9	5	4		
890. Social organizations	6	5	8	5	7	7	6	8	6	7	8	7	7	1	6	8	7	9	5	9	8	2	7	6	8		
891. Members of community at large	6	6	8	6	7	8	4	8	7	8	8	2	2	2	4	8	3	8	5	8	8	4	6	3	8		
892. **C. Meeting socially with:**																											
893. Parents	4	8	4	6	5	4	6	5	6	4	5	7	5	8	6	4	8	2	6	4	6	7	2	6	6		
894. Members of community at large	4	8	5	7	5	4	6	6	7	5	5	5	6	7	5	5	8	6	5	5	5	7	3	7	5		
895. **D. Obtaining advice and information from:**																											
896. Parents	3	6	2	2	2	4	6	4	4	4	5	4	2	3	3	2	9	2	4	3	9	6	3	3	8		
897. Occupational groups	7	3	6	4	6	8	4	7	7	8	9	1	8	3	8	8	4	10	3	8	9	6	9	4	9		
898. Social organizations	7	7	7	4	7	8	1	8	3	6	9	3	6	3	7	7	5	9	3	8	5	3	8	7	7		
899. Members of community at large	6	5	7	4	6	8	4	8	4	7	8	4	5	3	6	7	4	7	3	5	8	5	8	4	8		
900. **E. Obtaining assistance from:**																											
901. Parents	6	4	5	3	5	6	5	5	5	5	7	9	6	8	9	5	3	5	3	3	9	3	4	3	9		
902. Occupational groups	6	4	7	6	7	7	3	9	3	6	8	2	8	9	9	8	2	9	4	7	9	1	8	7	9		
903. Social organizations	6	4	7	5	6	7	5	8	4	7	8	3	8	9	9	8	3	9	4	8	9	3	6	7	9		
904. Members of community at large	6	3	7	5	6	7	4	9	5	7	8	8	8	9	9	7	4	7	2	6	9	1	7	6	9		
905. **F. Establishing cordial relations with:**																											
906. Parents	3	8	2	3	3	3	5	3	4	3	3	4	2	6	3	4	8	2	5	3	10	6	1	2	9		
907. Occupational groups	7	6	5	5	6	8	4	6	2	6	8	2	6	6	7	7	4	7	3	6	10	4	7	6	9		
908. Social organizations	5	5	4	4	5	5	3	4	4	4	8	2	6	7	7	6	6	7	3	5	9	4	6	6	9		
909. Members of community at large	4	6	4	4	4	5	4	7	6	5	6	6	5	8	7	6	7	6	3	5	8	6	2	4	8		
910. **G. Developing a co-operative spirit in:**																											
911. Parents	4	5	1	2	2	4	5	1	4	2	4	3	1	4	3	4	8	2	6	4	9	6	1	1	8		
912. Occupational groups	6	3	4	3	5	8	6	4	4	7	8	3	5	2	5	7	4	7	4	6	9	1	5	4	8		
913. Social organizations	5	3	4	4	4	5	3	6	4	5	7	7	5	3	6	6	6	6	5	5	8	5	3	5	8		
914. Community at large	4	3	4	3	4	5	3	6	4	4	6	5	2	2	4	5	7	4	5	5	9	5	1	2	8		

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division V. Activities Involving Relations with Members of School Community																									
915. **H. Attending to school visits of:**																									
916. Parents	4	4	3	3	3	5	2	3	6	3	4	8	3	7	9	5	6	3	5	4	6	6	1	2	3
917. Occupational groups	8	5	7	5	7	8	1	7	5	6	7	3	8	9	9	8	1	9	4	7	9	1	8	3	9
918. Social organizations	7	6	7	5	7	8	2	6	4	6	7	4	6	8	8	7	3	8	5	7	9	4	7	5	9
919. Members of community at large	5	6	6	4	6	7	3	7	6	6	6	6	5	7	6	7	5	7	4	6	8	4	2	2	6
920. **I. Helping to enforce child-welfare laws against:**																									
921. Parents	8	2	3	3	5	8	1	1	2	3	6	1	1	2	3	6	3	3	3	4	7	1	1	1	1
922. Occupational groups	9	3	8	5	7	9	1	7	3	6	9	2	3	1	5	9	2	6	2	6	9	1	7	4	9
923. Social organizations	8	2	8	5	7	8	1	6	2	5	9	2	7	3	7	8	5	7	3	7	9	1	6	4	6
924. Community at large	8	2	5	5	6	9	1	7	3	6	8	4	1	1	4	8	3	5	2	6	7	1	5	1	4
925. **J. Acting as mediator between:**																									
926. Parents	8	2	8	3	7	9	6	8	2	8	8	1	9	1	6	8	4	4	4	7	4	1	8	1	1
927. Occupational groups	9	2	9	6	8	9	1	9	5	8	9	7	8	6	9	9	3	7	1	7	6	1	9	1	3
928. Social organizations	9	1	9	6	6	9	1	9	3	8	9	7	9	7	9	9	3	7	1	7	6	1	2	1	2
929. Members of community at large	8	5	9	6	8	9	1	9	3	7	9	2	9	4	9	9	3	7	1	7	9	2	9	2	9
930. **K. Participating in meetings of:**																									
931. Parents	5	5	2	4	4	5	4	8	4	5	5	5	7	5	5	5	4	3	2	2	9	2	2	2	7
932. Occupational groups	8	5	7	5	7	8	5	9	7	8	8	1	9	6	9	8	2	7	2	6	8	1	3	8	7
933. Social organizations	6	6	7	6	7	5	6	7	6	6	8	4	9	2	8	6	5	7	3	5	7	3	7	5	6
934. Community at large	6	7	7	5	7	6	5	8	7	6	8	4	8	3	7	7	2	6	2	5	9	3	2	3	8

TABLE A—*Continued*

935. **L.**	**Conducting business transactions with:**																									
936.	Members of community at large	7	2	6	4	6	8	3	8	5	8	8	1	6	1	5	8	4	9	3	8	9	2	8	1	8
	DIVISION VI. ACTIVITIES CONCERNED WITH PROFESSIONAL AND PERSONAL ADVANCEMENT																									
937. **A.**	**Making professional contacts:**																									
938.	Joining and paying dues to professional, social, cultural, and recreational organizations	4	9	2	7	4	4	6	1	7	3	6	9	3	9	8	6	9	4	9	7	8	5	3	5	7
939.	Serving in official capacity	5	8	6	8	6	5	4	9	8	7	8	4	8	9	9	8	6	9	7	9	9	3	8	3	9
940.	Directing work of organizations	5	2	5	3	5	6	2	7	4	5	8	1	9	1	5	8	1	8	1	5	8	2	5	2	6
941.	Contributing to programs	5	2	5	6	5	5	2	6	5	5	8	3	7	4	6	8	1	9	1	5	8	3	4	2	6
942.	Performing routine duties of membership	3	8	5	8	5	3	6	6	8	4	5	9	6	8	7	5	3	6	7	5	8	3	6	3	7
943.	Recruiting members for organizations	4	2	7	6	5	8	3	9	9	9	7	2	8	8	8	8	1	9	5	7	8	2	8	7	9
944.	Developing morale of organization	5	2	4	5	4	6	2	8	8	6	7	4	5	7	7	7	2	5	5	5	8	2	5	2	6
945. **B.**	**Seeking to improve skill in teaching:**																									
946.	Observing and reporting upon different types of teaching	4	3	2	1	2	4	3	3	1	2	5	2	1	1	1	6	2	1	1	2	7	4	4	1	3
947.	Taking courses in professional subjects	4	6	1	1	2	4	3	1	1	1	3	4	1	2	2	5	5	2	1	2	8	1	1	1	3
948.	Obtaining reading material	2	7	2	2	2	2	7	2	3	2	2	7	1	3	2	4	7	3	3	3	4	8	3	4	4
949.	Reading for information	1	8	1	2	2	1	7	2	3	2	2	9	3	5	3	2	7	2	3	2	2	7	1	2	1
950.	Studying and investigating professional problems	2	4	1	1	1	2	3	2	2	1	3	1	2	1	1	4	3	3	1	1	6	2	4	1	3
951.	Practicing in special fields	4	3	6	3	4	6	4	5	2	4	5	6	4	1	3	7	2	5	2	4	8	2	6	1	6
952.	Studying one's own strength and weaknesses	2	1	1	1	1	2	7	3	2	1	2	1	1	2	1	4	1	3	4	2	6	2	2	2	3
953.	Seeking advice and information	2	4	2	2	2	1	5	4	4	2	2	6	3	4	2	3	6	3	6	3	5	7	1	3	3
954.	Accepting criticism in good spirit	2	3	1	2	1	2	4	2	2	1	3	6	3	5	3	3	7	2	5	4	5	8	1	2	3
955.	Acting on suggestions regarding teaching techniques	2	4	2	1	2	2	3	2	2	1	3	5	2	2	2	3	6	2	4	3	5	7	2	3	4
956.	Studying the community	3	3	3	2	2	3	3	3	3	2	3	2	3	2	1	4	2	2	1	1	6	3	2	2	3
957. **C.**	**Seeking to improve professional status:**																									
958.	Meeting higher official standards	4	3	3	3	3	5	3	2	3	3	6	2	4	2	4	7	4	4	6	6	7	2	4	2	5

TABLE A—*Continued*

Activities from Check-List	A					B					C					D					E				
	Senior High School					Junior High School					Intermediate Grades					Kindergarten-Primary					Rural				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division VI. Activities Concerned with Professional and Personal Advancement																									
959. Co-operating in research	5	5	3	2	4	5	6	3	2	3	5	1	4	1	2	7	4	5	3	5	7	2	3	3	5
960. Conducting independent research	4	1	3	1	2	5	1	6	1	2	7	1	5	1	2	8	1	6	1	3	8	1	6	3	5
961. Preparing material for publication	5	1	5	2	4	7	2	8	4	6	8	1	6	1	4	8	1	8	2	5	9	1	6	2	6
962. Seeking more attractive positions	5	1	5	3	4	6	1	7	5	4	7	2	5	4	5	7	2	6	3	5	7	1	6	5	6
963. Appearing before community	5	1	7	4	5	7	1	7	6	5	9	3	6	1	5	8	1	7	1	4	8	1	3	1	4
964. D. Providing for personal welfare:																									
965. Saving money	2	1	1	3	1	2	1	3	5	1	4	1	1	4	1	3	1	1	3	1	5	2	1	3	1
966. Working for adequate salary schedule in system	4	2	3	2	3	5	2	6	4	4	6	1	5	4	4	7	1	4	2	4	7	2	5	5	5
967. Investing in securities	4	2	3	3	3	5	2	6	4	3	8	1	2	1	3	7	2	1	3	4	9	1	6	6	8
968. Taking out insurance	4	4	3	6	3	4	3	4	6	3	7	5	1	4	5	7	4	3	5	5	8	7	5	8	8
969. Supplementing salary from outside sources	5	1	7	7	5	8	2	8	7	8	8	2	8	5	8	8	1	9	4	8	9	2	8	6	8
970. Taking physical examinations periodically	4	5	2	3	3	6	3	5	4	5	7	7	2	5	6	8	6	5	4	7	8	3	2	3	6
971. Taking sufficient exercise	2	2	1	2	1	2	3	2	4	2	1	7	2	6	3	2	4	1	2	1	2	7	1	3	1
972. Developing interest in good health	2	3	1	2	2	1	7	1	3	2	2	8	1	2	2	3	7	1	2	8	1	7	1	2	1
973. Avoiding risks to health	1	3	1	2	1	1	5	2	3	1	2	6	2	2	1	1	5	1	2	6	1	6	1	3	1
974. Taking recreation	1	2	1	5	1	1	5	2	3	1	2	9	3	3	2	2	5	2	5	6	1	7	1	4	1
975. Traveling	4	2	3	6	3	3	6	4	6	4	5	5	7	3	5	7	6	5	5	7	7	4	3	7	6
976. E. Developing desirable traits:																									
977. Traits which serve as example to pupils	1	3	1	1	1	1	4	1	2	1	1	6	1	2	1	1	7	1	3	8	1	8	1	1	1
978. Traits involved in winning of pupils' respect	1	2	1	1	1	1	3	1	1	1	1	4	1	1	1	1	5	1	2	7	1	7	1	1	1
979. Traits involved in maintaining friendly relations with pupils	1	2	1	1	1	1	3	1	1	1	1	8	1	2	1	1	7	2	3	8	2	7	1	2	1

TABLE A—*Continued*

Division VII. Activities in Connection with School Plant and Supplies																									
980. **A. Activities in connection with school plant:**																									
981. Maintaining proper temperature in school building	5	6	3	1	4	5	6	4	3	5	5	3	1	2	2	4	6	3	3	8	1	6	1	1	1
982. Securing proper lighting for all parts of school buildings	5	5	5	3	5	8	7	2	5	6	7	3	1	1	3	5	3	1	2	5	2	5	1	1	1
983. Securing proper ventilation in schoolrooms and hallways	4	4	4	2	3	4	7	4	5	5	5	4	3	2	3	4	2	1	3	4	1	6	1	1	1
984. Keeping building clean and orderly	4	5	5	4	4	4	5	5	7	4	5	4	3	3	3	4	5	4	7	7	1	7	1	3	1
985. Taking precautions against fire	5	5	3	4	4	5	4	5	6	5	5	4	2	3	3	5	4	1	6	6	1	8	1	1	1
986. Making school grounds attractive	7	2	5	2	5	9	2	8	3	7	5	3	5	3	4	7	3	4	4	5	6	3	1	2	1
987. Making schoolrooms attractive	4	3	4	3	3	3	5	4	7	3	2	8	3	3	3	1	4	3	2	5	2	4	1	2	1
988. Securing necessary space for class activities	5	3	5	4	5	6	4	8	8	6	6	1	4	4	4	5	1	6	4	3	4	4	3	2	1
989. **B. Activities in connection with school supplies and equipment:**																									
990. Ordering supplies	5	7	4	5	5	4	7	7	9	5	5	8	5	7	6	4	4	5	6	5	5	7	2	6	5
991. Following up orders of supplies	5	4	5	7	3	6	7	8	8	7	6	5	7	7	6	7	4	6	9	5	6	7	6	7	6
992. Selecting supplies	4	3	4	3	3	5	2	5	5	4	5	5	5	6	5	4	3	5	4	5	5	8	3	3	4
993. Borrowing supplies	6	5	9	8	8	7	7	9	8	9	7	4	9	8	9	8	3	10	8	5	9	5	9	7	9
994. Arranging supplies for use	4	7	6	5	5	3	5	6	7	4	5	4	3	7	4	2	4	4	6	6	3	6	7	5	4
995. Distributing supplies to pupils	3	7	6	7	8	2	7	8	7	5	3	8	3	7	4	1	8	7	7	9	3	7	6	7	5
996. Making supplies and equipment	5	4	5	4	5	6	5	8	3	5	5	2	3	4	3	2	3	6	3	5	2	4	4	3	1
997. Making collections and supplies and equipment	5	6	6	3	6	5	5	6	5	5	5	3	5	5	4	3	4	6	3	6	4	6	3	4	3
998. Maintaining supplies and equipment in condition for use	4	4	6	4	4	4	4	7	6	5	2	5	5	6	3	1	7	4	6	8	2	7	5	5	3
999. Cleaning supplies and equipment	5	3	6	4	5	5	6	4	7	5	5	8	6	7	6	3	8	7	6	9	2	6	5	7	4
1000. Making records and reports concerning supplies and equipment	5	3	6	5	5	6	5	7	8	6	6	6	7	7	7	4	8	7	5	9	7	4	5	6	6
1001. Managing funds for supplies and equipment	5	5	7	5	6	6	6	8	5	7	8	6	6	8	9	8	6	8	7	7	8	5	7	5	8

TABLE B

Decile Ranks of Activities* as Rated for Difficulty of Learning by Representative Groups

Note.—The deciles are numbered from 1 to 10. The figure 1 represents the highest, the figure 10 represents the lowest decile.

This table is read as follows: The type activity No. 3, *Selecting objectives*, is rated for Difficulty of Learning by University of Chicago graduates teaching in high schools in the first or highest decile. The activity is also rated in the highest decile by city high-school principals. It is rated in the second decile by supervisors of practice teaching in secondary grades. The other ratings are read in the same way.

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division I. Subdivision A. Teaching Subject Matter												
1. A. Planning:												
2. *Selecting activities to be planned:*												
3. Selecting objectives	1	1	2	1	1	1	5	3	1	2	3	1
4. Planning selection and organization of subject matter	1	2	3	1	2	1	5	3	1	2	1	1
5. Planning methods of developing interests	1	1	1	1	1	2	3	2	1	1	2	2
6. Planning methods of instruction	1	2	5	1	2	7	5	2	1	2	2	3
7. Planning methods of assigning work	2	8	7	1	4	6	1	5	2	3	2	3
8. Planning methods of providing sufficient opportunity for pupils' activities	1	2	1	1	1	1	1	1	1	1	1	1
9. Planning facilities for individual study	1	7	1	2	1	1	1	1	1	1	1	1
10. Planning methods of evaluating pupils' needs, abilities, and achievements	1	2	1	1	1	1	1	1	1	1	1	1
11. Planning methods of developing teachers' personal traits	1	2	1	1	3	1	1	1	2	1	1	1
12. Finding adequate time for planning	1	8	2	6	2	2	3	2	2	3	6	2

* Except Divisions II A and IV.

TABLE B—*Continued*

13.	Finding efficient methods of planning	5	3	7	1	2	2	6	1	2	4	1	1
14.	Writing and recording plans	4	9	9	6	7	5	5	7	3	5	4	3
15.	Evaluating and revising plans	3	5	5	6	7	4	5	2	2	3	2	2
16.	Filing and preserving plans	10	10	10	10	10	7	10	9	8	10	8	10
17.	Utilizing plans	10	10	10	8	9	7	10	10	5	9	7	10
18. C.	**Setting up objectives:**												
19.	Defining general objectives for the grade or subject	1	1	1	1	1	1	1	2	1	2	7	1
20.	Defining specific objectives in harmony with general objectives	1	1	3	1	1	1	1	3	1	2	1	1
21.	Presenting, explaining, and illustrating objectives to pupils	2	1	3	1	2	1	1	3	3	3	2	4
22.	Evaluating objectives	1	1	1	1	1	1	1	6	1	1	1	1
23.	Utilizing objectives	2	1	7	2	4	1	2	4	2	3	2	2
24. C.	**Selecting and organizing subject matter:**												
25.	Securing adequate command of subject matter to be taught	3	10	9	5	7	8	6	6	3	7	5	4
26.	Taking account of specific objectives	2	2	7	1	7	3	3	2	1	2	2	1
27.	*Taking account of pupils' interests, abilities, and needs:*												
28.	Selecting subject matter with reference to pupils' interests	3	6	7	1	8	7	6	5	2	5	7	3
29.	Selecting subject matter with reference to pupils' abilities	1	1	3	1	4	1	2	2	1	2	3	1
30.	Selecting subject matter with reference to pupils' needs	1	1	7	1	5	1	5	2	1	1	3	2
31.	Selecting proper materials for study	4	2	4	3	4	3	1	3	2	1	5	3
32.	Adapting materials to time limit	3	6	3	3	2	1	2	1	2	1	2	1
33.	Determining difficulty of materials	3	5	7	1	6	6	5	3	2	2	7	4
34.	Arranging sequence of units	4	7	7	3	3	3	3	5	3	6	3	3
35.	Organizing and recording materials for class use	3	4	9	7	7	2	4	2	3	2	1	2
36.	Evaluating organized material	2	3	8	3	5	2	2	2	1	2	2	1
37.	Finding adequate time for selection and organization of materials	1	7	1	2	3	2	1	1	2	3	1	2

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division I. Subdivision A. Teaching Subject Matter												
38. D. Developing interests:												
39. Determining pupils' interests	4	4	8	8	5	8	8	5	2	7	6	5
40. Suggesting new interests	6	7	9	2	5	10	8	4	6	6	4	8
41. Emphasizing uses and values of classwork	7	4	9	9	3	5	6	4	7	5	4	7
42. Using interesting methods of instruction	2	1	9	2	1	3	1	1	1	3	3	4
43. E. Instructing:												
44. Selecting types of instruction adapted to needs of class	1	1	3	1	1	1	4	1	1	2	2	1
45. Following up pupils' responses	9	10	10	3	6	5	8	9	3	6	4	5
46. Showing relationships in presentation of materials	6	2	10	5	4	5	4	5	2	3	4	3
47. Selecting points for special emphasis	9	9	10	8	9	4	8	5	6	7	5	8
48. Presenting supplementary material	7	8	10	7	7	4	6	5	3	2	5	7
49. Selecting effective illustrations	8	4	9	3	2	7	6	6	4	6	7	8
50. Presenting learning exercises and problems	4	4	7	2	5	4	4	6	2	3	2	3
51. Indicating pupils' difficulties and errors	10	10	9	8	8	6	5	7	2	8	8	8
52. Suggesting methods of overcoming difficulties	2	4	4	2	1	1	3	1	1	2	1	1
53. Utilizing pupils' contributions from reading and experience	6	9	8	3	8	5	9	5	3	4	5	5
54. Demonstrating skills and learning procedures	8	9	9	7	10	2	4	6	8	7	6	7
55. Formulating conclusions, solutions, and summaries	8	3	7	3	7	3	1	3	2	2	3	3
56. Economizing time	2	7	2	1	1	1	1	3	1	1	3	1
57. Conducting reviews	9	10	7	7	8	5	8	8	4	5	1	7

TABLE B—*Continued*

58. **F. Assigning work:**												
59. Selecting group assignments	3	7	5	6	3	2	4	1	3	5	2	3
60. Presenting directions for doing work	7	5	7	6	5	4	6	5	3	6	3	6
61. Checking pupils' understanding of work to be done	9	7	4	6	9	5	7	9	3	7	3	6
62. Adapting assignments to the abilities and needs of the class	2	1	2	2	2	1	3	1	1	2	1	1
63. Adapting assignments to the needs of individual pupils	1	1	1	3	1	1	2	1	1	1	1	1
64. Following up assignments	4	6	8	7	2	4	7	3	3	2	1	5
65. **G. Providing sufficient opportunity for pupils' activities:**												
66. Avoiding unnecessary participation by teacher in classwork	1	1	1	3	1	1	1	1	1	1	1	1
67. Distributing opportunities among individual pupils	2	6	7	2	3	4	2	2	2	2	6	5
68. Allowing pupils to assume adequate responsibility	1	4	1	2	1	1	2	1	2	1	3	3
69. **H. Providing facilities for individual study:**												
70. Providing necessary time and assistance	1	4	1	2	4	1	2	1	1	2	3	2
71. Providing necessary materials	10	10	5	9	6	5	6	1	4	9	8	9
72. **I. Investigating and evaluating pupils' needs, abilities, and achievements:**												
73. Setting up standards of achievement	1	2	1	1	1	1	1	1	2	2	2	3
74. Devising and selecting tests	2	1	1	1	1	1	1	3	2	2	1	1
75. Inspecting pupils' work and methods of study	6	10	7	6	2	8	9	7	6	4	2	6
76. Administering tests	6	8	7	6	5	2	4	5	8	7	3	8
77. Recording results of tests	10	10	9	10	7	9	8	6	8	10	4	5
78. Diagnosing pupils' difficulties and needs	1	1	1	1	1	1	2	1	1	1	1	1
79. Following up diagnosis	2	4	5	1	1	2	6	3	2	4	1	1
80. **J. Exhibiting useful teaching traits:**												
81. Expressing interest in subjects taught through such traits as scholarship, etc	5	4	7	6	5	7	4	2	3	5	4	8
82. Expressing interest in individual pupils through such traits as sympathy, etc	9	10	10	7	8	10	8	6	5	8	9	10
83. Expressing qualities of leadership, such as self-confidence, fairness, etc	7	6	10	5	3	6	6	5	3	6	7	9

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division I. Subdivision B. Teaching Pupils to Study												
84. **A. General activities:**												
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations	1	4	1	1	1	3	7	1	1	1	1	1
86. Teaching pupils to develop traits and habits	1	4	2	1	1	3	4	2	2	1	1	1
87. Teaching pupils to participate in class activities	5	6	7	7	5	5	8	6	5	9	9	10
88. Teaching pupils to establish friendly relations with other pupils	8	9	9	7	7	5	10	9	5	9	9	10
89. Teaching pupils to develop individual tendencies and abilities	2	2	3	1	2	2	4	1	1	2	4	5
90. Teaching pupils to solve problems	1	5	1	2	1	2	1	1	1	2	1	2
91. Teaching pupils how to improve skills and abilities	1	5	3	2	2	1	2	3	1	3	2	2
92. Teaching pupils to make practical use of time	1	4	2	2	2	1	3	1	1	1	1	2
93. Teaching pupils to make economical use of time	1	3	1	2	1	1	1	1	5	1	1	2
94. Teaching pupils to meet formal requirements	2	10	10	9	2	2	4	5	6	3	3	1
95. **B. Specific activities:**												
96. Teaching pupils to decide what is to be done	1	5	2	8	1	1	2	3	1	1	2	1
97. Teaching pupils to check teachers' directions for clearness	4	9	9	8	4	2	2	4	1	3	2	1
98. Teaching pupils to foresee results to be obtained	1	4	1	1	1	1	1	1	1	1	1	1
99. Teaching pupils to plan methods of work	1	1	1	1	1	1	1	1	1	1	1	1

TABLE B—*Continued*

100. Teaching pupils to gather reading materials	5	8	2	5	8	5	5	4	9	7	3	5
101. Teaching pupils to find desired information from reading material	2	4	5	2	7	4	4	3	4	2	2	2
102. Teaching pupils to obtain information from sources other than reading	2	4	5	5	7	6	4	6	2	4	4	4
103. Teaching pupils to recall useful information obtained from reading and experience	3	7	8	7	9	4	5	5	2	5	3	5
104. Teaching pupils to collect necessary supplies and equipment	4	10	5	3	6	9	9	5	5	7	5	5
105. Teaching pupils to obtain a proper prospective of the course	1	1	3	2	1	1	1	1	1	1	2	3
106. Teaching pupils to maintain a critical attitude toward material studies	1	1	1	1	3	1	2	1	2	1	2	3
107. Teaching pupils to prepare for classwork	1	7	5	6	4	4	3	7	5	6	1	2
108. Teaching pupils to locate specific problems	1	2	2	2	1	1	1	2	1	1	1	1
109. Teaching pupils to analyze problems	1	1	1	2	1	1	1	1	1	1	1	1
110. Teaching pupils to organize material in proper form	1	1	2	4	1	1	1	1	1	1	1	1
111. Teaching pupils to summarize material	2	2	2	2	2	1	1	2	2	1	1	1
112. Teaching pupils to memorize material	3	9	8	9	5	4	5	9	6	6	8	6
113. Teaching pupils to combine ideas in proper relationships	1	1	1	1	1	1	1	2	1	1	1	1
114. Teaching pupils to discuss implications of material studied	1	1	2	3	2	1	1	3	1	1	1	1
115. Teaching pupils to find or make illustrations for greater clearness	1	2	3	5	4	3	7	2	2	3	2	2
116. Teaching pupils to note, outline, and record useful information	2	8	3	5	1	1	1	3	1	2	2	3
117. Teaching pupils to carry on class routines	7	10	10	10	8	2	10	2	6	6	4	9
118. Teaching pupils to obtain criticism from teacher and other pupils	4	7	5	3	5	5	4	3	2	3	2	2
119. Teaching pupils to obtain help from teacher and other pupils	5	10	9	6	7	8	8	7	4	9	7	7
120. Teaching pupils to take tests and examinations efficiently	1	4	3	3	3	2	4	3	3	2	1	2
121. Teaching pupils to compare work with standards in order to check errors	2	6	9	6	4	3	4	5	3	2	1	2
122. Teaching pupils to correct errors	1	7	7	4	1	4	2	7	2	3	2	1

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
291. **A. Setting up objectives:**												
292. Defining objectives in the conduct of pupils' classroom and extra-classroom activities	2	1	2	1	2	2	3	3	1	1	1	1
293. Explaining to pupils reasons for the performance of classroom and extra-classroom activities	9	7	10	7	9	8	9	3	2	7	5	4
294. **B. Explaining school regulations:**												
295. Explaining regulations regarding pupils' conduct on school premises	3	10	10	10	10	10	9	10	10	10	10	10
296. Explaining regulations with regard to pupils' routine school activities	3	10	10	10	10	9	10	10	10	10	10	10
297. Explaining regulations with regard to personal conduct in classroom	2	10	10	10	9	6	10	9	9	9	10	10
298. Explaining regulations with regard to health and cleanliness	10	8	9	9	4	10	10	9	9	10	8	10
299. **C. Developing pupils' interest and attention in the performance of the following activities:**												
300. Observing school regulations	8	9	3	7	8	6	7	9	8	8	5	3
301. Complying with social conventions	8	7	7	5	5	4	6	6	9	7	4	2

TABLE B—*Continued*

302. Acting courteously toward others	7	6	5	6	7	6	8	10	6	8	6	5
303. Respecting desires and welfare of others	7	7	5	5	7	8	8	5	5	7	6	5
304. Meeting personal obligations as a member of the school	3	5	4	5	5	3	7	7	6	6	3	4
305. Developing personal traits and habits	2	4	4	2	2	1	3	3	1	2	1	1
306. Showing appreciation of teacher	9	8	5	9	3	7	9	6	5	6	9	9
307. Acting courteously toward teachers	9	10	5	9	7	6	7	7	8	8	9	8
308. Conforming to school customs	8	10	9	10	8	9	7	6	6	8	8	9
309. Attending to routine school activities	9	10	7	10	9	8	6	8	8	8	10	9
310. Moving about the building in an orderly fashion	6	8	3	9	4	7	9	7	6	9	7	6
311. Engaging in opening exercises and special programs	4	6	7	9	8	7	9	6	6	7	10	10
312. Conferring with teachers	8	9	8	9	9	8	8	6	9	9	9	10
313. Conferring with teacher concerning work	8	5	7	7	6	5	9	6	8	6	7	9
314. Filling out blanks and forms	9	9	8	10	8	7	7	6	9	9	10	9
315. Visiting laboratories, libraries, lavatories, and other rooms	9	9	8	9	6	9	8	5	10	9	10	10
316. Engaging in recess and lunch-hour activities	8	8	5	6	6	10	5	5	10	8	9	9
317. Making up work out of school hours	5	2	5	4	2	3	9	5	4	4	6	3
318. Making excursions to points of interest	8	10	8	6	6	9	10	3	6	7	5	5
319. Refraining from disorderly and immoral conduct	4	10	5	2	5	5	3	7	4	6	7	6
320. Refraining from interfering with other pupils' work	4	6	3	4	4	3	2	5	5	6	2	2
321. Conforming to classroom regulations	6	9	9	10	4	7	4	6	8	7	9	9
322. Exercising initiative in useful ways	1	4	3	1	2	2	4	3	2	2	1	1
323. Taking part in routine class activities	8	10	9	10	8	6	10	9	7	10	9	8
324. Attending to classwork	7	9	6	9	6	8	5	9	5	10	9	8
325. Responding to teachers' directions and suggestions	4	9	8	8	5	8	8	8	6	10	8	6
326. Rendering services to teachers	10	9	7	9	8	9	6	10	7	10	10	9
327. Conferring with other pupils	9	9	8	9	5	8	6	7	9	8	5	9
328. Forming proper health habits	3	4	2	2	4	8	4	6	2	2	4	5
329. Avoiding accidents	6	9	5	6	5	7	7	7	5	5	6	8
330. Safeguarding against contagious disease	3	9	3	6	2	7	6	9	4	5	3	5
331. Correcting physical defects	2	3	2	2	1	3	2	4	1	1	2	2
332. Wearing suitable and sanitary clothing	4	5	4	3	4	5	4	7	6	5	4	3
333. Eating proper food	4	1	5	1	3	8	3	7	2	3	4	2
334. Attending to personal proprieties	7	5	7	6	2	10	5	9	6	6	3	3

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
335. Selecting, adjusting, and caring for personal property	5	4	5	5	4	5	6	9	6	4	6	2
336. Caring for other pupils' belongings	5	5	4	4	2	7	5	7	6	4	3	2
337. Caring for school property	4	7	4	6	2	7	7	10	5	4	3	5
338. **D. Giving instruction to pupils in:**												
339. Observing school regulations	10	10	8	10	10	10	10	9	9	9	10	10
340. Complying with social conventions	9	9	6	9	9	6	9	7	5	8	7	5
341. Acting courteously toward others	10	9	6	8	8	9	9	10	8	9	5	5
342. Respecting desires and welfare of others	10	8	6	7	8	9	6	7	7	8	5	6
343. Meeting personal obligations as a member of the school	7	8	4	7	5	4	7	6	6	6	5	4
344. Developing personal traits and habits	2	2	3	5	3	3	5	5	1	3	2	2
345. Responding to teacher	8	9	6	9	6	6	5	7	5	7	9	9
346. Acting courteously toward teacher	9	9	8	10	8	10	8	7	8	9	9	7
347. Conforming to school traditions	9	10	9	10	5	9	7	6	7	8	8	10
348. Attending to routine school activities	8	9	7	10	9	10	6	8	9	9	10	10
349. Moving about the building in an orderly fashion	6	9	8	10	6	8	7	10	6	9	9	10
350. Engaging in opening exercises and special programs	6	8	7	9	8	6	6	5	9	7	10	10
351. Conferring with teachers	9	10	8	10	8	10	5	9	6	9	5	10
352. Conferring with teacher concerning work	9	8	7	8	7	7	9	7	8	7	10	10

TABLE B—*Continued*

353. Filling out blanks and forms	10	10	7	10	10	10	7	6	9	10	10	10
354. Visiting laboratories, libraries, lavatories, and other rooms	9	10	9	10	9	10	9	6	10	10	10	10
355. Engaging in recess and lunch hour activities	7	8	7	10	9	10	5	6	10	9	10	9
356. Making up work out of school hours	5	8	7	9	4	4	5	6	9	6	9	5
357. Making excursions to points of interest	7	9	6	8	10	9	9	3	10	6	5	7
358. Refraining from disorderly and immoral conduct	8	9	8	4	7	2	4	5	6	6	8	8
359. Refraining from interfering with other pupils' work	4	8	4	4	7	3	3	7	5	6	8	8
360. Conforming to classroom regulations	10	10	8	9	10	8	7	9	8	9	10	10
361. Exercising initiative in useful ways	2	2	1	1	2	4	5	2	2	1	2	6
362. Taking part in routine class activities	8	10	8	10	8	8	9	6	9	10	10	10
363. Attending to classwork	7	9	8	9	5	7	7	9	8	10	9	8
364. Responding to teachers' directions and suggestions	4	8	8	7	7	10	8	9	6	9	9	8
365. Rendering services to teachers	9	6	8	10	10	8	8	10	10	10	10	9
366. Conferring with other pupils	9	9	6	9	9	8	6	9	9	5	10	10
367. Forming proper health habits	5	6	3	3	4	10	3	7	3	3	5	5
368. Avoiding accidents	6	9	8	4	8	9	9	9	6	7	7	7
369. Safeguarding against contagious diseases	5	7	6	5	6	5	5	8	6	4	5	4
370. Correcting physical defects	3	4	4	2	8	5	1	2	2	3	1	2
371. Wearing suitable and sanitary clothing	5	7	7	3	5	8	6	9	6	8	7	5
372. Eating proper food	5	4	5	3	5	8	6	4	4	4	5	6
373. Attending to personal proprieties	5	6	6	5	5	9	9	7	9	7	8	8
374. Selecting, adjusting, and caring for personal property	7	8	6	7	5	8	9	8	9	7	9	8
375. Caring for other pupils' belongings	9	5	5	7	5	7	7	7	8	8	6	5
376. Caring for school property	7	7	6	8	8	8	6	9	8	6	9	6
377. E. Enforcing instructions to pupils concerning such matters as:												
378. Observing school regulations	6	7	7	4	5	8	5	9	8	7	10	6
379. Complying with social conventions	9	6	2	7	5	4	5	7	7	7	10	6
380. Acting courteously toward others	8	7	3	7	5	9	6	9	7	8	9	7
381. Respecting desires and welfare of others	7	7	6	4	6	7	5	9	6	6	9	6
382. Meeting personal obligations as a member of the school	7	8	4	2	5	4	2	7	7	6	8	6
383. Developing personal traits and habits	1	1	2	2	2	2	3	8	2	1	2	2
384. Responding to teacher	4	7	5	9	5	9	8	8	5	9	10	8
385. Acting courteously toward teacher	7	7	6	7	8	7	9	10	8	10	10	10

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
386. Conforming to school traditions	8	8	9	9	8	6	5	7	7	10	10	9
387. Attending to routine school activities	10	9	6	9	8	9	6	10	9	9	10	6
388. Moving about the building in an orderly fashion	9	8	5	6	7	5	4	10	5	8	9	8
389. Engaging in opening exercises and special programs	4	9	4	7	5	8	10	7	8	9	9	9
390. Conferring with teacher	9	8	8	8	5	7	7	7	8	10	10	10
391. Conferring with teacher regarding work	9	7	5	7	4	6	9	8	8	7	10	8
392. Filling out blanks and forms	10	10	5	10	7	8	4	5	10	9	9	8
393. Visiting laboratories, libraries, lavatories, and other rooms	7	9	4	6	6	5	7	5	8	9	8	8
394. Engaging in recess and lunch hour activities	6	9	4	7	3	7	7	6	8	10	9	9
395. Making up work out of school hours	4	6	6	7	2	2	7	4	6	3	8	5
396. Making excursions to points of interest	6	6	8	8	5	8	7	3	8	6	9	9
397. Refraining from disorderly and immoral conduct	3	10	4	4	4	4	6	7	3	4	5	8
398. Refraining from interfering with other pupils' work	2	8	1	3	3	2	5	8	4	6	6	5
399. Conforming to classroom regulations	6	10	6	7	4	5	4	8	7	9	10	8
400. Working independently	2	2	2	2	3	4	3	3	2	1	5	4
401. Taking part in routine class activities	7	9	7	8	8	5	7	8	7	9	10	9
402. Attending to classwork	5	8	6	7	4	5	5	9	4	8	10	9
403. Responding to teacher's directions and suggestions	3	7	3	4	4	7	7	10	6	8	10	8
404. Rendering services to teachers	10	8	8	9	8	7	7	9	8	10	10	10
405. Conferring with other pupils	6	8	7	7	4	6	6	7	7	6	9	9

TABLE B—*Continued*

406. Forming proper health habits	2	1	1	2	3	3	2	7	2	1	2	1
407. Avoiding accidents	3	5	5	4	4	6	5	6	4	3	5	2
408. Safeguarding against contagious diseases	3	3	3	6	4	4	5	5	4	6	5	2
409. Correcting physical defects	2	1	1	2	1	2	2	4	1	1	1	1
410. Wearing suitable and sanitary clothing	4	3	4	5	2	6	5	5	7	3	5	4
411. Eating proper food	3	2	2	3	2	4	4	4	4	1	2	1
412. Attending to personal proprieties	4	5	5	5	2	6	7	8	6	6	6	6
413. Selecting, adjusting, and caring for personal property	3	5	4	6	3	5	7	7	6	5	8	4
414. Caring for other pupils' belongings	2	6	1	3	2	4	4	8	5	4	6	4
415. Caring for school property	3	7	3	4	2	5	4	10	4	4	10	8
416. **F. Inspecting and evaluating pupils' behavior in:**												
417. Observing school regulations	8	9	6	10	8	7	8	8	7	9	9	10
418. Complying with social conventions	8	5	6	10	4	7	8	8	7	8	8	9
419. Acting courteously toward others	7	8	7	9	7	9	8	8	8	10	10	10
420. Respecting the desires and welfare of others	9	7	5	7	6	7	7	8	7	9	7	6
421. Meeting personal obligations as a member of the school	9	8	7	7	7	4	4	7	5	8	9	9
422. Developing personal traits and habits	2	1	3	3	1	2	3	6	1	2	5	5
423. Showing appreciation to teacher	5	9	8	8	5	8	9	8	7	10	10	8
424. Acting courteously toward teacher	8	9	10	8	7	9	10	10	9	10	10	9
425. Conforming to school traditions	9	9	8	7	7	7	6	8	9	10	10	10
426. Attending to routine school activities	9	9	8	9	9	8	10	10	9	10	10	10
427. Moving about the building in an orderly fashion	8	10	10	9	8	8	8	10	8	10	10	8
428. Engaging in opening exercises and special programs	6	8	6	8	5	10	9	4	9	8	9	10
429. Conferring with teachers	9	8	8	10	8	6	9	8	7	10	10	10
430. Conferring with teacher concerning work	9	5	10	9	5	7	10	8	8	8	10	10
431. Filling out blanks and forms	9	10	8	10	6	7	7	5	10	9	10	10
432. Visiting laboratories, libraries, lavatories, and other rooms	8	7	4	10	7	8	9	8	10	9	7	7
433. Engaging in recess and lunch-hour activities	7	8	2	10	5	9	8	7	8	10	9	9
434. Making up work out of school hours	4	6	7	9	4	5	5	5	10	7	9	8
435. Making excursions to points of interest	7	8	3	7	5	7	10	5	8	8	9	8
436. Refraining from disorderly and immoral conduct	4	5	7	4	3	5	3	10	5	5	8	6
437. Refraining from interfering with other pupils' work	5	5	7	5	4	3	5	9	8	9	9	8

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
438. Conforming to classroom regulations	6	8	10	10	7	8	5	9	9	10	10	9
439. Exercising initiative in useful ways	3	3	4	5	5	2	5	4	2	3	7	5
440. Taking part in routine class activities	9	9	8	10	5	7	10	8	10	10	10	9
441. Attending to classwork	7	8	7	9	4	6	9	9	10	10	10	8
442. Responding to teacher's directions and suggestions	5	8	9	8	5	5	7	8	9	10	10	8
443. Rendering services to teachers	10	8	8	8	6	10	9	10	9	10	10	10
444. Conferring with other pupils	6	8	7	8	7	9	8	8	7	8	8	9
445. Forming proper health habits	3	2	2	3	4	9	6	7	9	6	3	2
446. Avoiding accidents	6	6	3	4	7	10	7	8	7	8	5	3
447. Safeguarding against contagious diseases	3	2	2	3	5	10	8	6	3	10	7	2
448. Correcting physical defects	2	2	5	2	4	6	4	4	3	5	3	2
449. Wearing suitable and sanitary clothing	4	6	7	3	6	10	5	6	5	8	8	6
450. Eating proper food	3	2	3	1	4	7	4	4	3	7	4	3
451. Attending to personal proprieties	7	3	5	2	5	10	7	9	7	9	7	4
452. Selecting, adjusting, and caring for personal property	5	6	5	5	6	9	10	10	7	8	8	4
453. Caring for other pupils' belongings	6	6	4	4	6	9	8	8	7	10	5	3
454. Caring for school property	7	6	7	6	5	9	9	10	6	8	5	4
455. G. Giving examinations and tests:												
456. Giving general physical examinations	1	2	1	3	8	4	3	4	2	3	1	2

TABLE B—*Continued*

457. Conducting routine health inspection	2	2	3	4	8	10	3	4	8	7	3	4
458. Giving general intelligence tests	10	2	4	4	7	3	1	3	4	7	5	6
459. Proctoring examinations of all sorts	10	10	10	9	8	7	7	8	9	10	8	8
460. **H. Opening school session**	10	9	9	8	8	9	10	9	10	10	9	9
461. **I. Excusing pupils**	10	10	9	10	10	10	10	10	9	10	10	9
462. **J. Dismissing pupils**	10	10	6	10	8	10	8	8	10	10	10	9
463. **K. Detaining pupils**	10	8	9	9	9	6	5	4	10	9	7	5
464. **L. Sending pupils on errands**	10	10	10	9	10	10	10	4	10	10	10	10
465. **M. Acting as custodian of pupils' belongings**	10	9	8	9	9	7	7	10	8	10	7	7
466. **N. Collecting materials**	10	9	3	8	10	10	7	9	9	10	8	9
467. **O. Inducting new pupils**	10	5	1	8	9	8	7	5	7	5	8	6
468. **P. Controlling tardiness and absence**	1	3	1	5	1	6	3	5	3	2	6	3
469. **Q. Making announcements**	10	9	10	10	10	10	9	7	10	10	9	10
470. **R. Giving educational guidance**	3	1	1	1	3	9	2	7	7	1	5	1
471. **S. Using pupil assistants**	9	7	3	4	7	8	4	10	9	6	8	7
472. **T. Determining upon desirable traits, activities, and regulations for pupils:**												
473. Determining traits to be taught	2	1	1	2	3	3	4	7	1	4	5	5
474. Determining regulations for activities	3	1	1	1	2	2	1	7	3	2	2	2
475. Determining activities to be performed	4	5	2	1	3	3	4	8	2	4	2	4
476. **U. Establishing effective relations with pupils:**												
477. Expressing interest and friendliness	6	6	8	7	7	8	7	9	8	7	7	9
478. Establishing authority over pupils	7	7	8	6	7	8	9	8	3	5	7	8
479. **V. Providing facilities and materials**	8	10	6	9	8	9	7	9	9	9	7	7
480. **W. Applying preventive measures**	7	1	3	1	7	4	3	8	4	5	1	1
481. **X. Investigating difficulties**	2	1	1	3	3	1	2	4	4	1	1	1
482. **Y. Applying specific remedies:**												
483. Supplying remedies to pupils who are injured, sick, or fatigued	6	2	7	4	4	8	10	8	4	4	3	7
484. Dealing with pupils who are unclean and untidy	3	2	1	7	2	6	4	2	5	4	2	3
485. Applying remedies to specific defects	3	1	1	1	2	1	1	2	2	2	1	1
486. **Z. Adapting teacher's procedures to physical conditions of classroom and equipment**	3	3	2	2	3	3	2	4	3	1	2	2
487. **AA. Adapting teacher's procedures to individual differences**	1	1	1	1	1	1	3	3	1	1	1	1

TABLE B—*Continued*

Activities from Check-List	A	B	C	D	E	F	G	H	I	J	K	L
	U. of C. Graduates (High School)	City High School Principals	Sup. Practice Teaching Sec. Grades	College Instructors Sec. Ed.	City Junior High School Teachers	Intermediate Teachers	Kindergarten-Primary Teachers	Rural Teachers	City Elem. School Principals	City Supervisors—Elem. Grades	Sup. Practice Teaching Elem. Grades	College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
488. **BB. Performing manual services**	3	9	6	10	2	7	9	10	10	10	8	8
489. **CC. Conducting special exercises**	4	4	1	6	1	7	9	9	2	1	4	4
490. **DD. Conducting study exercises**	2	3	2	1	1	4	2	2	1	1	2	2
491. **EE. Conducting other pupil activities:**												
492. Routine school activities	9	10	7	10	6	10	8	9	10	10	9	10
493. Opening exercises	5	8	6	9	3	10	8	8	10	9	8	7
494. Recess, lunch-room activities	6	8	6	8	4	10	6	6	10	9	8	9
495. Study-hall activities	6	8	3	3	3	4	7	3	10	5	5	6
496. Excursions	8	7	2	4	4	4	8	4	5	5	8	9
497. **FF. Rewarding and penalizing:**												
498. Rewarding meritorious classroom conduct	7	9	3	6	5	9	5	10	8	9	5	6
499. Rewarding meritorious conduct in extra-class activities	9	9	4	5	4	7	7	10	6	8	6	6
500. Penalizing classroom misdemeanors	4	3	3	4	3	2	2	5	7	3	4	2
501. Penalizing extra-classroom misdemeanors	6	3	2	4	2	3	4	4	5	2	4	2
502. **GG. Exhibiting effective teaching traits**	1	2	1	1	2	3	4	7	2	1	3	2
503. **HH. Scheduling activities**	5	7	5	7	3	5	7	5	6	5	6	7
504. **II. Grouping pupils**	4	3	4	5	6	5	8	7	4	3	5	6
505. **JJ. Providing worth-while occupations**	2	3	1	1	3	2	3	1	1	1	2	2
506. **KK. Protecting school community**	5	6	2	6	6	6	9	3	5	9	2	3

TABLE B—*Continued*

DIVISION III. ACTIVITIES INVOLVING SUPERVISION OF PUPILS' EXTRA-CURRICULAR ACTIVITIES (EXCLUSIVE OF ACTIVITIES INVOLVED IN SCHOOL AND CLASSROOM MANAGEMENT)												
507. **A. Activities involving informal contacts with pupils:**												
508. Establishing cordial relations with pupils	10	10	8	10	8	10	7	9	8	6	8	**9**
509. Obtaining information about pupils	7	2	10	7	3	6	9	6	8	4	6	**4**
510. Assisting individual pupils	8	7	6	9	6	7	7	8	8	9	7	**7**
511. Participating in activities with pupils	9	9	10	10	7	9	9	10	10	7	10	**10**
512. Regulating pupils' activities	3	2	1	3	3	2	4	7	2	2	5	**3**
513. Providing facilities for pupils	2	1	2	7	8	2	2	5	6	2	1	**1**
514. Coaching and teaching pupils	6	2	5	4	6	9	5	3	8	2	5	**3**
515. Securing pupil participation in informal contacts	8	5	8	4	8	9	4	5	10	4	8	9
516. **B. Activities involving supervision of play:**												
517. Establishing cordial relations with pupils	8	9	9	10	3	10	10	10	10	10	8	10
518. Obtaining information about pupils	6	7	7	3	9	10	9	9	10	5	6	7
519. Assisting individual pupils	8	8	3	5	8	8	10	10	7	6	8	9
520. Participating in play activities with pupils	10	9	8	9	8	10	10	10	9	9	9	10
521. Regulating the pupils' activities in play	7	5	6	3	9	9	8	8	8	4	5	8
522. Providing facilities for playing	9	4	4	4	6	10	9	4	6	4	6	7
523. Coaching and teaching pupils how to play	10	5	2	5	3	9	4	8	6	4	6	7
524. Securing pupil participation in play	4	8	6	8	1	10	4	10	4	6	8	9
525. Selecting plays for the pupils	2	7	1	2	6	9	8	6	8	4	4	6
526. Acting as official in pupils' games	6	8	3	8	10	8	10	9	9	6	7	8
527. **C. Activities involved in supervising athletics:**												
528. Establishing cordial relations with pupils	10	10	6	10	3	10	8	9	10	9	9	**8**
529. Obtaining information about pupils	4	4	6	6	10	10	9	6	9	4	5	**6**
530. Assisting individual pupils	8	8	4	5	10	9	9	8	5	6	7	**7**
531. Participating in athletic sports with pupils	10	7	7	10	3	6	2	7	7	8	8	**7**
532. Regulating pupil activities in athletics	10	3	4	6	10	6	4	5	5	4	5	**5**
533. Providing facilities for athletics	9	3	4	5	1	7	7	4	5	3	3	**4**
534. Coaching	10	3	3	2	1	4	10	4	8	5	6	4

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
535. Securing pupil participation in athletics	10	7	7	9	1	10	10	2	10	6	7	8
536. Selecting participants for teams	7	6	3	5	3	4	10	3	5	6	5	5
537. Rewarding good work in athletics	9	8	4	7	9	6	10	5	3	6	6	4
538. Forming athletic policies	5	2	1	2	3	2	10	4	3	3	2	2
539. Acting as official in games	5	1	3	6	10	5	10	8	7	5	6	5
540. Scheduling athletic activities	10	6	4	6	3	3	8	6	8	4	4	6
541. D. Activities involved in supervising social activities:												
542. Establishing cordial relations with pupils	4	9	8	9	7	10	7	10	10	8	9	9
543. Obtaining information about pupils	7	1	4	4	7	6	6	5	7	4	5	4
544. Assisting individual pupils	5	4	4	4	7	4	6	5	8	8	7	8
545. Participating in social activities with pupils	10	9	10	10	6	9	5	7	9	8	10	10
546. Regulating pupils' social activities	5	2	4	2	7	3	4	5	3	3	6	7
547. Providing facilities for social activities	7	7	5	5	8	5	7	4	5	3	6	4
548. Coaching and teaching pupils	6	2	2	2	10	7	5	5	6	3	8	7
549. Securing pupil participation in social activities	5	5	9	6	3	8	4	7	3	7	9	10
550. Selecting social activities	4	4	6	2	4	4	1	6	6	2	7	5
551. Rewarding service in social activities	5	6	5	4	4	3	8	3	5	5	5	7

TABLE B—*Continued*

552. Forming policies concerning social activities	4	2	3	2	4	2	1	3	5	2	5	4
553. Managing funds for social activities	6	7	2	3	8	3	9	3	5	4	6	5
554. Acting as official at social activities	9	3	4	5	10	4	1	2	5	4	8	7
555. E. **Activities involved in supervising musical and dramatic organizations:**												
556. Establishing cordial relations with pupils	10	9	9	10	9	10	9	9	7	9	9	10
557. Obtaining information about pupils' abilities	6	2	4	5	9	9	9	3	6	7	6	6
558. Assisting individual pupils	8	4	4	3	9	7	8	2	5	5	7	7
559. Assisting in pupils' musical and dramatic activities	4	3	4	2	3	4	3	4	2	3	6	4
560. Regulating pupils' activities	9	3	6	3	6	3	2	2	4	4	4	5
561. Providing facilities for musical and dramatic activities	6	2	5	3	10	6	1	1	5	2	6	4
562. Coaching	9	2	3	2	3	5	3	1	3	2	7	4
563. Securing pupil participation	8	6	6	6	9	9	9	4	4	8	6	5
564. Selecting plays and musical compositions	4	2	4	3	2	8	1	4	4	3	7	4
565. Selecting participants for musical and dramatic activities	7	1	4	3	6	5	7	2	5	3	3	3
566. Rewarding good work in music and dramatics	9	4	5	9	10	4	4	2	5	5	3	7
567. Forming policies concerning musical and dramatic activities	4	1	2	2	10	2	2	1	3	3	3	2
568. Managing funds	9	4	3	3	10	2	8	1	7	4	5	6
569. Acting as official	8	3	7	8	10	2	2	2	7	4	7	9
570. Scheduling musical and dramatic activities	6	6	6	9	9	4	10	2	8	5	7	10
571. F. **Activities involved in supervising pupils' publications:**												
572. Establishing cordial relations with pupils	6	10	6	10	3	5	8	4	7	8	8	9
573. Obtaining information about pupils	7	7	4	5	3	5	2	2	9	6	7	8
574. Assisting individual pupils	6	7	2	4	8	1	10	2	7	6	7	7
575. Participating in activities with pupils	4	8	4	9	5	5	10	3	4	5	3	5
576. Regulating pupil activities	2	3	2	4	2	2	2	4	4	3	3	4
577. Providing facilities for pupils' publications	2	2	2	3	1	2	2	1	4	2	3	5
578. Coaching pupils	2	3	2	2	1	1	2	4	5	2	4	3
579. Securing pupil participation	9	4	2	2	1	3	8	3	5	4	7	7
580. Selecting pupil activities	5	1	2	3	2	1	8	2	3	1	3	2
581. Rewarding good work in connection with publications	3	3	5	10	4	3	10	2	4	4	7	8

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
582. Forming policies concerning publications	1	1	3	5	1	1	2	2	1	3	4	4
583. Managing funds of pupil publications	3	4	3	5	5	3	2	1	4	4	4	6
584. Acting as official	3	6	4	8	2	3	2	1	4	3	6	7
585. G. Activities involved in supervising pupils' forensic activities:												
586. Establishing cordial relations with pupils	8	10	6	10	10	4	2	10	7	7	7	7
587. Obtaining information about pupils' abilities	6	6	4	6	10	9	2	8	7	5	4	6
588. Participating in forensic activities	9	8	5	7	9	3	2	2	5	3	6	5
589. Regulating pupil activities	5	6	4	5	8	3	2	2	8	4	3	4
590. Providing facilities for forensic activities	6	6	6	6	10	4	2	3	6	3	6	5
591. Coaching	2	3	2	3	10	2	2	5	4	2	4	3
592. Securing pupil participation in forensic activities	5	2	2	4	10	8	2	3	5	4	4	4
593. Selecting materials and activities	5	2	2	3	9	3	2	4	2	1	4	3
594. Selecting pupil participants	8	2	2	6	6	3	2	6	5	4	4	4
595. Rewarding good work	6	4	8	10	9	7	2	7	4	5	7	7
596. Forming policies concerning forensic activities	3	1	3	5	9	2	2	2	1	3	4	3
597. Managing funds	4	5	6	7	10	5	2	1	4	4	4	5
598. Acting as official	5	1	4	8	8	2	2	2	7	4	7	7
599. Scheduling activities	7	6	5	8	10	4	2	4	9	5	6	5

TABLE B—*Continued*

600. H.	**Activities involved in supervising pupils' excursions:**											
601.	Establishing cordial relations with pupils	7	10	6	10	10	9	10	8	9	9	9	10
602.	Participating in excursions	8	10	9	8	10	10	10	9	7	9	8	10
603.	Regulating pupils' activities	7	3	5	2	9	9	7	2	6	4	6	7
604.	Providing facilities for excursions	3	6	9	6	9	6	6	4	5	4	3	5
605.	Selecting points to which to make excursions	8	7	4	5	10	6	10	5	5	7	6	8
606.	Managing funds needed in making excursions	3	6	4	5	8	6	8	3	5	6	8	8
607.	Scheduling excursions	8	3	9	6	9	8	8	3	7	7	8	10
608. I.	**Activities involved in supervising pupils' assemblies:**												
609.	Establishing cordial relations with pupils	6	10	10	8	9	10	10	9	10	8	10	10
610.	Participating in assemblies	10	6	4	8	6	7	1	7	4	6	9	8
611.	Regulating pupils' activities	3	4	3	1	6	7	2	6	5	5	2	5
612.	Teaching in assemblies	5	1	2	2	10	6	1	7	3	2	3	6
613.	Securing pupil participation in assemblies	5	4	9	3	6	8	6	5	7	10	8	9
614.	Selecting assembly activities	4	2	4	2	3	2	1	7	3	4	2	2
615.	Selecting participants in assemblies	8	6	7	4	10	5	9	8	8	10	6	6
616.	Rewarding good work performed by pupils in assemblies	8	5	6	7	10	8	6	9	7	8	6	9
617.	Forming policies for assemblies	2	2	1	1	6	6	7	4	2	2	2	4
618.	Managing funds for assemblies	2	3	8	8	10	3	8	5	9	8	9	7
619.	Acting as official at assemblies	3	6	9	9	1	7	2	5	10	5	8	7
620.	Scheduling assemblies	7	8	10	9	10	10	10	8	10	8	8	8
621. J.	**Activities involved in supervising drives and campaigns:**												
622.	Establishing cordial relations with pupils	10	10	10	9	8	7	8	10	8	9	8	8
623.	Participating in campaigns	9	10	10	7	8	7	6	4	5	9	8	7
624.	Regulating pupils' activities	7	6	4	3	8	6	3	4	6	5	2	3
625.	Providing school facilities	8	5	4	6	7	3	6	5	7	5	6	7
626.	Securing pupil participation in campaigns	9	3	6	3	6	5	5	7	7	9	4	4
627.	Selecting pupil participants in campaigns	8	6	6	4	3	3	4	3	3	7	3	4
628.	Rewarding good work in campaigns and drives	7	4	10	10	5	6	8	7	5	8	7	7
629.	Forming policies concerning the institution of campaigns and drives	3	2	2	2	2	2	2	4	1	2	1	2
630.	Managing funds	9	5	8	5	6	3	8	5	7	7	8	8

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
631. Acting as official	4	5	9	8	4	9	2	4	9	6	7	7
632. Scheduling campaigns and drives	9	6	7	8	9	5	3	5	6	5	7	7
633. K. Activities involved in supervising other pupil organizations:												
634. Establishing cordial relations with pupils	10	10	10	9	7	10	3	9	10	9	7	7
635. Obtaining information about pupils	10	4	8	8	10	7	3	6	10	8	6	5
636. Assisting individual pupils	10	7	8	8	7	5	3	2	8	8	2	3
637. Participating in other pupil organizations	8	5	8	8	8	5	3	4	9	8	7	7
638. Regulating pupil activities	5	4	2	5	3	5	3	1	7	3	4	4
639. Providing facilities for the establishment and maintenance of other organizations	5	2	1	5	7	4	3	3	5	3	3	4
640. Coaching pupils	6	2	4	9	10	9	3	4	4	8	5	6
641. Securing participation of pupils in other organizations	6	3	4	4	3	6	3	2	5	7	4	4
642. Selecting materials and activities	5	4	2	7	3	5	3	2	4	3	4	4
643. Selecting participants	9	4	3	6	9	8	3	3	9	9	4	5
644. Rewarding good work	7	3	7	10	9	7	3	7	6	8	6	8
645. Forming policies	1	1	1	4	3	4	3	2	3	1	2	3
646. Managing funds	6	5	9	7	8	5	3	2	7	6	9	9

TABLE B—*Continued*

647. Acting as official	8	3	9	8	8	9	3	5	10	5	9	8
648. Scheduling	5	6	8	8	9	6	3	4	9	6	9	9
649. **L. Activities involved in supervising special programs:**												
650. Establishing cordial relations with pupils	7	10	10	9	10	8	10	10	10	9	10	10
651. Obtaining information about pupils' abilities	8	8	8	5	8	8	6	9	10	9	9	9
652. Assisting individual pupils	6	7	8	4	10	5	6	8	10	7	5	4
653. Participating in special programs with pupils	7	6	6	8	10	7	3	8	9	6	9	8
654. Regulating pupils' activities in connection with special programs	6	5	3	6	9	4	3	6	10	4	3	4
655. Providing facilities	4	8	4	6	10	4	5	3	10	6	4	4
656. Coaching	3	4	6	4	6	4	9	8	7	7	3	4
657. Securing pupil participation	5	5	10	6	10	9	5	9	9	9	8	7
658. Selecting materials and activities for special programs	3	5	3	2	4	1	1	6	6	3	2	3
659. Selecting participants	3	5	4	4	10	5	6	8	9	9	3	4
660. Rewarding good work	5	7	8	8	9	5	6	6	6	7	6	7
661. Forming policies	5	3	1	1	5	2	3	8	3	2	2	2
662. Managing funds	6	4	9	6	10	6	1	6	4	7	9	9
663. Acting as official	7	3	10	10	7	3	1	6	10	5	8	9
664. Scheduling	7	7	10	8	9	6	1	8	9	5	9	9
Division V. Activities Involving Relations with Members of School Community												
882. **A. Giving advice and information to:**												
883. Parents	8	2	1	1	10	2	9	3	3	3	2	3
884. Occupational groups	5	3	2	4	3	3	4	1	4	3	2	1
885. Social organizations	7	5	5	7	3	3	7	1	7	4	3	2
886. Members of community at large	7	5	5	3	6	3	3	4	4	4	3	2
887. **B. Giving assistance to:**												
888. Parents	9	5	3	2	4	3	8	4	3	7	4	3
889. Occupational groups	8	5	3	7	1	3	5	1	4	4	2	2

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division V. Activities Involving Relations with Members of School Community												
890. Social organizations	7	8	6	5	8	9	9	2	6	5	3	2
891. Members of community at large	8	5	5	4	6	2	4	6	3	7	3	3
892. **C. Meeting socially with:**												
893. Parents	10	5	10	7	9	9	10	10	9	10	7	9
894. Members of community at large	10	6	10	10	9	7	10	10	9	8	7	9
895. **D. Obtaining advice and information from:**												
896. Parents	9	2	8	2	8	6	10	8	7	7	5	5
897. Occupational groups	4	3	5	4	6	2	6	8	9	4	4	6
898. Social organizations	9	4	8	3	2	4	7	4	8	6	4	4
899. Members of community at large	7	4	9	5	6	6	6	6	9	7	5	6
900. **E. Obtaining assistance from:**												
901. Parents	5	4	5	3	7	10	4	4	8	8	6	5
902. Occupational groups	6	7	8	6	4	3	3	1	10	7	7	6
903. Social organizations	6	5	10	9	7	4	4	4	10	8	6	6
904. Members of community at large	4	4	9	5	6	10	5	2	8	7	7	6

TABLE B—*Continued*

905. **F. Establishing cordial relations with:**												
906. Parents	10	5	10	7	7	6	10	9	10	7	5	7
907. Occupational groups	8	3	7	8	6	3	6	5	10	4	6	6
908. Social organizations	7	4	10	9	4	3	8	6	10	6	4	6
909. Members of community at large	9	3	10	8	6	8	9	8	9	6	5	6
910. **G. Developing a co-operative spirit in:**												
911. Parents	6	3	10	4	7	4	10	9	7	5	4	3
912. Occupational groups	4	3	5	2	9	4	6	2	9	4	4	3
913. Social organizations	5	4	9	5	5	9	8	7	10	6	6	5
914. Community at large	4	2	9	7	4	7	9	6	6	5	4	4
915. **H. Attending to school visits of:**												
916. Parents	6	6	10	8	3	9	8	8	3	10	7	7
917. Occupational groups	7	6	6	5	2	4	1	1	7	6	4	7
918. Social organizations	8	6	8	7	2	6	5	5	8	7	6	7
919. Members of community at large	9	4	9	7	5	8	7	5	4	7	7	9
920. **I. Helping to enforce child-welfare laws against:**												
921. Parents	2	1	2	1	1	2	4	1	3	2	1	1
922. Occupational groups	4	1	4	3	2	3	3	1	3	3	2	2
923. Social organizations	3	6	5	6	1	3	6	1	4	3	3	3
924. Community at large	3	3	3	1	2	5	5	1	3	3	2	2
925. **J. Acting as mediator between:**												
926. Parents	3	5	1	3	9	1	5	1	4	2	2	2
927. Occupational groups	2	6	3	6	1	9	5	1	7	2	4	3
928. Social organizations	2	6	2	7	2	9	5	1	7	2	3	3
929. Members of community at large	7	6	3	6	2	3	5	2	7	2	4	4
930. **K. Participating in meetings of:**												
931. Parents	7	4	8	6	6	6	6	3	9	5	3	4
932. Occupational groups	7	4	6	5	7	2	3	2	9	4	3	4

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division V. Activities Involving Relations with Members of School Community												
933. Social organizations	9	3	6	8	9	6	6	4	8	5	3	5
934. Community at large	10	4	5	4	7	5	3	5	6	4	3	4
935. **L. Conducting business transactions with:**												
936. Members of community at large	3	3	2	3	5	2	6	3	4	5	3	4
Division VI. Activities Concerned with Professional and Personal Advancement												
937. **A. Making professional contacts:**												
938. Joining and paying dues to professional, social, cultural, and recreational organizations	10	10	10	10	9	10	10	7	10	10	9	8
939. Serving in official capacity	10	7	10	8	6	5	9	4	3	8	4	6
940. Directing work of organizations	3	3	2	3	3	1	1	2	2	1	1	2
941. Contributing to programs	3	3	1	5	3	4	1	4	3	3	1	3
942. Performing routine duties of membership	10	10	10	10	9	10	5	5	10	3	10	10
943. Recruiting members for organization	2	8	5	8	4	2	1	3	4	5	7	8
944. Developing morale of organization	3	3	3	3	2	6	4	3	4	3	4	6

TABLE B—*Continued*

945. **B. Seeking to improve skill in teaching:**												
946. Observing and reporting upon different types of teaching	4	1	1	1	4	2	3	6	2	3	4	1
947. Taking courses in professional subjects	8	6	5	5	4	6	7	2	4	7	6	6
948. Obtaining reading material	10	7	9	9	9	9	9	10	6	10	8	8
949. Reading for information	10	8	10	9	10	10	9	9	6	10	9	9
950. Studying and investigating professional problems	6	3	6	1	4	2	4	3	2	1	1	2
951. Practicing in special fields	4	3	6	4	6	8	3	2	2	4	5	5
952. Studying one's own strength and weaknesses	1	1	1	1	2	1	1	3	2	1	1	1
953. Seeking advice and information	6	5	10	6	7	8	8	10	4	8	8	7
954. Accepting criticism in good spirit	4	4	6	4	6	8	10	10	4	4	3	2
955. Acting on suggestions regarding teaching techniques	5	3	10	4	5	7	9	10	3	5	3	3
956. Studying the community	4	3	5	3	4	2	3	4	3	3	1	3
957. **C. Seeking to improve professional status:**												
958. Meeting higher official standards	6	8	7	8	4	3	6	2	6	4	6	4
959. Co-operating in research	7	2	4	4	9	2	5	2	2	5	4	6
960. Conducting independent research	1	1	1	1	1	1	1	1	1	1	1	1
961. Preparing material for publication	2	1	1	1	2	1	1	1	1	1	1	1
962. Seeking more attractive positions	1	7	5	5	2	3	3	2	4	5	5	5
963. Appearing before community	2	1	2	3	1	4	1	1	1	1	2	3
964. **D. Providing for personal welfare:**												
965. Saving money	1	1	2	1	1	1	1	3	2	1	1	1
966. Working for adequate salary schedule in system	2	2	2	4	2	2	2	2	2	2	4	3
967. Investing in securities	2	1	3	3	3	2	3	1	3	1	3	3
968. Taking out insurance	6	5	6	7	4	6	6	9	5	5	7	7
969. Supplementing salary from outside sources	1	3	1	5	2	3	1	2	3	2	2	3
970. Taking physical examinations periodically	7	3	7	8	5	9	9	4	3	4	7	6
971. Taking sufficient exercise	2	2	9	3	5	9	6	10	3	3	4	3
972. Developing interest in good health	5	6	10	6	10	9	9	10	5	6	8	8
973. Avoiding risks to health	4	2	9	4	7	8	7	9	3	5	6	7
974. Taking recreation	2	1	9	6	7	10	7	10	7	5	6	5
975. Traveling	3	5	9	6	9	6	8	6	6	8	9	10

TABLE B—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division VI. Activities Concerned with Professional and Personal Advancement												
976. **E. Developing desirable traits:**												
977. Traits which serve as example to pupil	5	5	10	2	6	8	9	10	4	8	6	5
978. Traits involved in winning of pupils' respect	3	2	10	2	4	5	8	9	4	5	5	4
979. Traits involved in maintaining friendly relations with pupils	2	4	10	3	5	10	10	10	4	5	4	5
Division VII. Activities in Connection with School Plant and Supplies												
980. **A. Activities in connection with school plant:**												
981. Maintaining proper temperature in school building	8	9	8	5	9	4	9	8	5	7	8	6
982. Securing proper lighting for all parts of school buildings	7	7	2	7	10	4	5	7	6	6	6	7
983. Securing proper ventilation in schoolrooms and hallways	5	7	5	5	10	5	3	8	4	5	4	5
984. Keeping building clean and orderly	6	5	10	8	7	5	8	10	10	8	6	6
985. Taking precautions against fire	8	8	9	8	6	4	6	10	9	10	7	7
986. Making school grounds attractive	3	5	9	5	3	4	4	4	5	6	4	3
987. Making schoolrooms attractive	4	7	9	5	6	9	6	6	4	8	5	6
988. Securing necessary space for class activities	5	5	5	6	5	5	1	1	6	3	5	2

TABLE B—*Continued*

989. **B.**	**Activities in connection with school equipment and supplies:**											
990.	Ordering supplies	10	10	9	8	9	10	6	10	10	8	9	6
991.	Following up orders of supplies	5	7	8	7	9	6	5	10	8	9	9	10
992.	Selecting supplies	4	3	9	4	3	7	4	10	8	7	5	3
993.	Borrowing supplies	8	6	8	9	9	10	4	6	10	8	8	9
994.	Arranging supplies for use	10	9	9	8	7	5	6	9	7	7	8	8
995.	Distributing supplies to pupils	10	9	10	9	10	10	10	10	10	9	8	10
996.	Making supplies and equipment	5	7	2	4	6	3	4	6	4	2	3	3
997.	Making collections of supplies and equipment	8	5	7	5	7	4	6	9	3	6	5	6
998.	Maintaining supplies and equipment in condition for use	5	5	6	10	6	6	10	10	6	6	6	6
999.	Cleaning supplies and equipment	5	5	9	9	9	10	10	8	9	9	8	7
1000.	Making records and reports concerning supplies and equipment	5	5	9	7	6	8	10	6	9	7	6	7
1001.	Managing funds for supplies and equipment	6	4	6	6	9	8	8	7	3	3	5	7

TABLE C

DECILE RANKS OF ACTIVITIES* AS RATED FOR IMPORTANCE BY REPRESENTATIVE GROUPS

NOTE.—The deciles are numbered from 1 to 10. The figure 1 represents the highest, the figure 10 represents the lowest decile.

This table is read as follows: The type activity No. 3, *Selecting objectives*, is rated for Importance by University of Chicago graduates teaching in high school in the first decile. It is rated similarly by city high-school principals, by supervisors of practice teaching in secondary grades, by college instructors of secondary education, by city junior high school teachers, by intermediate teachers, and by kindergarten-primary teachers. The activity is rated in the second decile by rural teachers. The other ratings are read in the same way.

ACTIVITIES FROM CHECK-LIST	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
DIVISION I. SUBDIVISION A. TEACHING SUBJECT MATTER													
1. A. **Planning:**													
2. *Selecting activities to be planned:*													
3. Selecting objectives	1	1	1	1	1	1	1	2	2	3	1	1	1
4. Planning selection and organization of subject matter	1	5	1	1	1	2	1	1	2	3	2	2	1
5. Planning methods of developing interests	1	1	1	1	1	1	1	1	1	1	1	1	2
6. Planning methods of instruction	1	2	1	1	1	1	1	2	1	1	6	4	1
7. Planning methods of assigning work	2	4	2	1	1	1	1	3	1	4	5	5	4
8. Planning methods of providing sufficient opportunity for pupils' activities	2	4	1	1	1	2	1	4	1	3	2	2	1
9. Planning facilities for individual study	3	8	2	2	2	4	5	7	1	4	3	4	1
10. Planning methods of evaluating pupils' needs, abilities, and achievements	2	2	2	1	2	1	1	6	2	1	2	3	2
11. Planning methods of developing teachers' personal traits	4	10	6	3	2	3	8	10	6	7	5	3	6
12. Finding adequate time for planning	6	9	4	6	6	4	7	6	6	7	6	6	5

* Except Divisions II A and IV.

TABLE C—*Continued*

13. Finding efficient methods of planning	4	9	5	5	5	4	6	8	6	4	5	8	4
14. Writing and recording plans	7	9	6	6	7	4	8	7	6	8	9	9	6
15. Evaluating and revising plans	2	8	6	4	5	3	10	8	6	6	7	9	7
16. Filing and preserving plans	10	10	10	6	10	9	10	10	10	10	10	10	10
17. Utilizing plans	6	8	10	6	9	3	5	7	6	8	10	10	10
18. B. Setting up objectives:													
19. Defining general objectives for the grade or subject	1	6	1	1	2	3	2	4	1	5	1	1	1
20. Defining specific objectives in harmony with general objectives	1	3	1	1	2	3	3	7	2	3	1	1	2
21. Presenting, explaining, and illustrating objectives to pupils	4	3	4	2	5	6	6	7	6	6	5	6	5
22. Evaluating objectives	3	3	3	2	4	5	6	9	4	4	4	3	3
23. Utilizing objectives	3	2	2	2	3	4	2	5	5	2	4	1	2
24. C. Selecting and organizing subject matter:													
25. Securing adequate command of subject matter to be taught	1	2	1	1	1	1	1	1	1	2	1	1	1
26. Taking account of specific objectives	2	1	1	1	1	1	3	5	1	3	2	2	2
27. *Taking account of pupils' interests, abilities, and needs:*													
28. Selecting subject matter with reference to pupils' interests	3	2	3	2	3	5	1	5	2	2	2	1	1
29. Selecting subject matter with reference to pupils' abilities	1	1	1	1	1	2	1	5	1	1	1	1	1
30. Selecting subject matter with reference to pupils' needs	1	2	1	1	2	3	1	2	1	1	1	1	1
31. Selecting proper materials for study	2	5	7	3	2	5	6	7	4	4	4	5	2
32. Adapting materials to time limit	3	6	6	5	9	7	8	6	5	6	10	10	7
33. Determining difficulty of materials	2	7	6	2	1	6	5	8	3	5	7	8	4
34. Arranging sequence of units	2	6	2	2	1	6	3	4	7	2	5	3	4
35. Organizing and recording materials for class use	4	9	4	4	5	5	4	7	4	4	2	4	4
36. Evaluating organized material	3	7	3	2	3	3	7	9	5	4	4	7	4
37. Finding adequate time for selection and organization of materials	6	10	6	6	9	6	8	7	2	5	6	7	3

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division I. Subdivision A. Teaching Subject Matter													
38. D. Developing interests:													
39. Determining pupils' interests	3	2	2	1	1	3	1	5	2	1	2	1	1
40. Suggesting new interests	1	2	1	2	2	3	1	4	2	1	1	1	1
41. Emphasizing uses and values of classwork	3	2	3	4	6	5	6	7	7	4	5	6	3
42. Using interesting methods of instruction	1	2	3	1	1	1	1	1	2	3	2	3	2
43. E. Instructing:													
44. Selecting types of instruction adapted to needs of class	1	2	1	1	2	2	1	4	1	1	1	1	1
45. Following up pupils' responses	2	6	2	2	5	7	3	4	4	3	2	2	1
46. Showing relationships in presentation of materials	1	2	1	1	3	5	5	4	2	3	4	3	1
47. Selecting points for special emphasis	2	4	2	3	3	4	4	6	6	3	5	5	2
48. Presenting supplementary material	3	3	3	1	5	5	4	3	3	4	4	4	2
49. Selecting effective illustrations	2	6	1	2	3	3	7	4	4	2	5	5	2
50. Presenting learning exercises and problems	2	7	3	1	3	3	4	3	4	5	4	4	4
51. Indicating pupils' difficulties and errors	1	5	3	3	5	3	5	3	2	4	2	4	2
52. Suggesting methods of overcoming difficulties	1	1	2	1	1	3	2	5	1	1	1	2	1
53. Utilizing pupils' contributions from reading and experience	3	7	6	3	3	4	2	7	6	5	4	3	2
54. Demonstrating skills and learning procedures	2	8	4	5	4	4	9	3	5	6	7	5	4
55. Formulating conclusions, solutions, and summaries	2	3	2	1	2	3	9	2	2	2	3	3	3

TABLE C—*Continued*

56. Economizing time	2	7	4	4	5	1	7	2	2	2	8	8	4
57. Conducting reviews	3	6	6	4	2	1	7	2	4	5	5	5	3
58. F. Assigning work:													
59. Selecting group assignments	2	8	2	1	3	6	5	5	2	3	5	5	3
60. Presenting directions for doing work	1	8	2	5	1	3	5	5	2	4	9	7	2
61. Checking pupils' understanding of work to be done	3	9	6	4	6	4	6	4	7	6	7	6	4
62. Adapting assignments to the abilities and needs of the class	1	3	3	1	1	3	1	5	2	3	5	3	1
63. Adapting assignments to the needs of individual pupils	2	2	4	3	2	1	2	5	2	2	5	3	1
64. Following up assignments	1	6	4	3	1	1	4	3	3	4	5	7	2
65. G. Providing sufficient opportunity for pupils' activities:													
66. Avoiding unnecessary participation by teacher in classwork	2	1	4	2	5	1	2	2	3	1	5	3	2
67. Distributing opportunities among individual pupils	1	8	2	3	5	1	2	3	5	3	5	3	1
68. Allowing pupils to assume adequate responsibility	1	3	3	1	2	1	1	5	4	2	3	2	1
69. H. Providing facilities for individual study:													
70. Providing necessary time and assistance	1	2	1	2	3	2	1	4	2	2	8	6	1
71. Providing necessary materials	5	7	4	5	4	3	5	5	2	4	8	9	1
72. I. Investigating and evaluating pupils' needs, abilities, and achievements:													
73. Setting up standards of achievement	1	3	3	2	2	4	7	5	1	2	1	2	3
74. Devising and selecting tests	3	5	3	4	7	3	4	4	5	5	4	4	8
75. Inspecting pupils' work and methods of study	1	8	6	3	2	3	2	3	2	2	4	4	2
76. Administering tests	5	8	7	5	8	4	4	7	6	8	4	5	5
77. Recording results of tests	5	8	8	7	7	4	4	5	6	8	6	6	6
78. Diagnosing pupils' difficulties and needs	1	1	2	1	1	1	1	1	1	1	1	1	1
79. Following up diagnosis	1	1	2	1	1	1	3	1	1	2	1	1	1

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division I. Subdivision A. Teaching Subject Matter													
80. J. Exhibiting useful teaching traits:													
81. Expressing interest in subjects taught through such traits as scholarships, etc.	2	4	2	4	2	5	4	7	4	1	6	5	1
82. Expressing interest in individual pupils through such traits as sympathy, etc	2	2	2	1	1	1	1	4	1	1	3	3	1
83. Expressing qualities of leadership, such as self-confidence, fairness, etc.	1	3	2	2	2	2	1	3	1	1	4	4	1
Division I. Subdivision B. Teaching Pupils To Study													
84. A. General activities:													
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations	1	1	1	1	1	3	1	1	1	1	1	1	1
86. Teaching pupils to develop traits and habits	1	1	2	1	1	1	2	2	1	1	2	2	1
87. Teaching pupils to participate in class activities	2	5	2	2	3	4	3	2	4	2	3	3	1
88. Teaching pupils to establish friendly relations with other pupils	4	6	4	2	4	5	1	5	4	3	3	3	1
89. Teaching pupils to develop individual tendencies and abilities	3	3	4	1	5	1	3	5	2	1	4	5	1

TABLE C—*Continued*

90. Teaching pupils to solve problems	1	3	1	1	2	1	2	1	4	1	4	2	1
91. Teaching pupils how to improve skills and abilities	1	3	3	2	2	3	1	4	3	1	4	2	1
92. Teaching pupils to make practical use of materials studied	2	4	1	2	2	3	3	1	2	1	4	2	1
93. Teaching pupils to make economical use of time	1	7	1	2	1	3	1	2	1	1	4	1	2
94. Teaching pupils to meet formal requirements	5	10	8	10	9	5	7	8	7	5	9	10	6
95. B. **Specific activities:**													
96. Teaching pupils to decide what is to be done	2	4	3	4	3	1	2	3	1	2	2	2	1
97. Teaching pupils to check teachers' directions for clearness	7	9	9	8	7	7	6	9	8	7	8	9	4
98. Teaching pupils to foresee results to be obtained	2	9	5	6	6	1	7	3	4	2	4	2	2
99. Teaching pupils to plan methods of work	1	3	2	1	1	1	4	4	1	1	3	3	1
100. Teaching pupils to gather reading materials	3	7	8	2	6	5	4	3	7	4	4	4	2
101. Teaching pupils to find desired information from reading material	2	7	5	2	3	3	2	2	1	2	2	2	1
102. Teaching pupils to obtain information from sources other than reading	3	8	6	5	6	3	4	5	2	2	1	2	1
103. Teaching pupils to recall useful information obtained from reading and experience	5	7	7	6	5	3	3	4	1	3	4	3	2
104. Teaching pupils to collect necessary supplies and equipment	6	10	8	9	10	8	7	6	9	6	6	6	2
105. Teaching pupils to obtain a proper prospective of the course	3	4	5	2	4	5	8	8	8	4	7	6	3
106. Teaching pupils to maintain a critical attitude toward material studied	2	4	2	2	7	4	7	8	5	3	3	1	3
107. Teaching pupils to prepare for classwork	1	9	4	4	2	3	4	3	4	3	5	7	4
108. Teaching pupils to locate specific problems	2	7	3	4	6	2	5	3	4	3	3	3	2
109. Teaching pupils to analyze problems	1	4	1	3	3	3	3	1	2	1	2	1	1
110. Teaching pupils to organize material in proper form	1	3	1	3	1	1	3	3	4	2	1	1	2
111. Teaching pupils to summarize material	2	4	3	2	2	2	5	1	3	1	1	2	2
112. Teaching pupils to memorize material	7	10	10	10	10	9	9	10	10	9	6	6	6

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division I. Subdivision B. Teaching Pupils To Study													
113. Teaching pupils to combine ideas in proper relationships	2	4	2	1	3	2	5	5	1	2	3	4	2
114. Teaching pupils to discuss implications of material studied	4	3	6	3	7	5	7	8	6	5	6	6	2
115. Teaching pupils to find or make illustrations for greater clearness	4	7	7	6	7	5	9	4	6	5	4	5	2
116. Teaching pupils to note, outline, and record useful information	4	7	4	6	5	2	6	4	4	3	1	5	2
117. Teaching pupils to carry on class routines	8	10	10	10	9	3	7	9	8	8	4	10	3
118. Teaching pupils to obtain criticism from teacher and other pupils	6	8	5	6	7	5	7	6	5	5	5	8	3
119. Teaching pupils to obtain help from teacher and other pupils	6	9	10	8	7	7	5	8	7	4	9	9	3
120. Teaching pupils to take tests and examinations efficiently	4	6	7	8	6	2	7	3	3	4	3	5	4
121. Teaching pupils to compare work with standards in order to check errors	4	8	5	7	3	2	3	6	1	3	4	2	3
122. Teaching pupils to correct errors	3	4	3	4	2	1	4	1	1	3	5	3	1

TABLE C—*Continued*

DIVISION II. SUBDIVISION B. ACTIVITIES INVOLVING CONTACTS WITH PUPILS													
291. **A. Setting up objectives:**													
292. Defining objectives in the conduct of pupils' classroom and extra-classroom activities	2	2	2	1	1	4	3	1	1	2	1	1	3
293. Explaining to pupils reasons for the performance of classroom and extra-classroom activities	3	4	5	3	3	4	4	5	2	5	3	6	2
294. **B. Explaining school regulations:**													
295. Explaining regulations regarding pupils' conduct on school premises	3	1	4	3	2	4	3	3	2	3	1	4	4
296. Explaining regulations with regard to pupils' routine school activities	4	3	6	5	3	5	4	5	7	3	1	3	4
297. Explaining regulations with regard to personal conduct in classroom	3	2	7	5	3	2	3	2	4	2	1	4	3
298. Explaining regulations with regard to health and cleanliness	3	1	4	3	3	4	2	1	4	1	1	3	4
299. **C. Developing pupils' interest and attention in the performance of the following activities:**													
300. Observing school regulations	1	2	3	1	2	3	2	3	1	2	1	2	2
301. Complying with social conventions	4	8	5	3	4	6	4	6	4	3	3	4	4
302. Acting courteously toward others	2	4	3	2	2	2	2	2	2	2	2	1	2
303. Respecting desires and welfare of others	3	3	2	2	4	3	1	3	2	2	2	1	2
304. Meeting personal obligations as a member of the school	3	3	2	2	3	2	3	6	3	2	1	2	1
305. Developing personal traits and habits	2	4	3	1	3	2	2	5	1	1	1	2	2
306. Showing appreciation of teacher	8	9	9	8	9	5	9	6	7	6	7	8	8
307. Acting courteously toward teachers	4	6	4	6	5	2	5	2	4	2	5	5	4
308. Conforming to school customs	5	6	7	5	6	4	5	9	5	3	6	6	6
309. Attending to routine school activities	6	8	8	6	7	6	7	9	6	7	6	8	4
310. Moving about the building in an orderly fashion	3	6	5	6	4	6	3	6	2	2	4	7	3
311. Engaging in opening exercises and special programs	9	8	10	6	10	6	6	6	7	4	9	9	5
312. Conferring with teachers	7	9	9	6	9	8	9	8	7	5	10	10	8
313. Conferring with teacher concerning work	5	7	8	6	9	9	7	6	5	4	8	9	3

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division II. Subdivision B. Activities Involving Contacts with Pupils													
314. Filling out blanks and forms	7	9	10	9	10	9	10	9	8	7	9	10	10
315. Visiting laboratories, libraries, lavatories, and other rooms	8	10	10	7	8	9	9	8	6	7	8	9	8
316. Engaging in recess and lunch-hour activities	8	9	9	8	10	9	7	5	7	7	8	9	8
317. Making up work out of school hours	7	4	10	10	7	9	9	10	10	9	10	10	10
318. Making excursions to points of interest	4	9	8	8	9	8	2	9	7	6	4	3	5
319. Refraining from disorderly and immoral conduct	2	2	3	1	1	3	1	1	1	1	1	3	6
320. Refraining from interfering with other pupils' work	2	7	4	3	5	2	4	1	2	2	3	2	2
321. Conforming to classroom regulations	4	6	7	4	3	2	2	1	7	3	6	6	6
322. Exercising initiative in useful ways	5	9	4	1	3	2	4	5	4	2	3	4	1
323. Taking part in routine class activities	5	5	9	6	7	5	4	5	7	4	4	6	3
324. Attending to classwork	1	4	2	3	4	4	4	2	3	3	3	5	2
325. Responding to teachers' directions and suggestions	2	5	4	4	5	4	3	2	4	2	6	8	2
326. Rendering services to teachers	9	9	10	9	8	7	8	9	9	8	9	10	10
327. Conferring with other pupils	8	10	10	10	9	8	5	10	9	7	8	8	5
328. Forming proper health habits	2	1	4	4	1	1	1	1	1	1	1	1	2
329. Avoiding accidents	3	5	5	4	5	1	1	2	2	2	2	2	4
330. Safeguarding against contagious diseases	2	2	3	3	4	1	2	1	1	2	1	1	4
331. Correcting physical defects	1	2	3	2	3	1	3	1	2	4	1	1	4
332. Wearing suitable and sanitary clothing	2	4	5	7	4	4	3	4	3	2	2	4	3

TABLE C—*Continued*

333. Eating proper food	3	1	4	4	3	4	1	3	2	1	1	2	3
334. Attending to personal proprieties	4	6	6	5	8	5	2	5	4	2	3	4	3
335. Selecting, adjusting, and caring for personal property	5	5	6	5	5	6	1	6	4	2	3	2	2
336. Caring for other pupils' belongings	4	7	6	7	7	5	3	6	7	4	5	8	4
337. Caring for school property	2	5	4	3	4	3	3	1	3	2	4	2	3
338. **D. Giving instruction to pupils in:**													
339. Observing school regulations	3	2	7	3	3	4	3	2	3	4	1	4	6
340. Complying with social conventions	6	8	6	4	6	7	5	6	7	5	2	3	7
341. Acting courteously toward others	4	4	4	3	3	2	1	1	3	2	2	1	4
342. Respecting desires and welfare of others	4	3	2	2	5	1	1	3	3	2	2	3	6
343. Meeting personal obligations as a member of the school	3	3	4	2	4	4	2	5	5	2	2	4	6
344. Developing personal traits and habits	4	2	5	2	4	1	2	3	1	3	3	3	4
345. Responding to teacher	9	9	10	9	9	7	7	7	9	9	9	9	8
346. Acting courteously toward teacher	6	7	6	8	6	5	1	1	5	5	5	6	7
347. Conforming to school traditions	7	7	10	9	8	8	8	8	8	7	7	9	10
348. Attending to routine school activities	7	8	9	7	8	5	8	7	8	7	6	9	8
349. Moving about the building in an orderly fashion	5	5	8	3	5	6	2	3	5	3	6	7	6
350. Engaging in opening exercises and special programs	8	9	9	8	10	6	5	6	8	7	6	9	8
351. Conferring with teachers concerning work	6	9	9	6	9	8	9	8	9	7	8	9	9
352. Conferring with teacher concerning work	3	7	6	3	7	3	7	3	6	7	8	7	6
353. Filling out blanks and forms	8	9	10	10	10	10	10	10	9	9	9	10	10
354. Visiting laboratories, libraries, lavatories, and other rooms	7	9	9	7	8	8	8	9	8	8	8	9	8
355. Engaging in recess and lunch-hour activities	9	8	8	9	10	10	8	8	9	9	8	8	8
356. Making up work out of school hours	6	7	10	10	7	9	7	10	10	10	9	8	10
357. Making excursions to points of interest	6	9	6	2	3	8	3	9	8	7	6	4	4
358. Refraining from disorderly and immoral conduct	3	2	4	3	7	2	2	1	2	4	2	4	6
359. Refraining from interfering with other pupils' work	6	4	5	2	7	4	2	4	5	5	3	5	3
360. Conforming to classroom regulations	4	5	6	4	5	4	3	5	6	5	6	8	4
361. Exercising initiative in useful ways	5	4	3	3	5	7	3	5	4	5	3	3	3
362. Taking part in routine class activities	6	8	7	6	7	5	3	6	7	7	8	9	5
363. Attending to classwork	3	7	2	4	3	3	4	4	5	6	5	6	6

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division II. Subdivision B. Activities Involving Contacts with Pupils													
364. Responding to teachers' directions and suggestions	4	7	4	5	7	5	3	2	3	4	5	5	7
365. Rendering services to teachers	10	10	10	10	10	7	7	8	9	10	10	10	8
366. Conferring with other pupils	9	10	10	10	9	6	7	8	9	10	10	8	7
367. Forming proper health habits	2	3	2	1	2	2	1	2	1	2	1	1	5
368. Avoiding accidents	3	4	6	3	2	4	3	2	3	6	3	1	6
369. Safeguarding against contagious diseases	3	1	3	2	3	2	3	1	2	7	1	1	6
370. Correcting physical defects	4	3	4	3	1	1	3	2	3	5	1	1	6
371. Wearing suitable and sanitary clothing	5	4	4	4	2	4	4	3	4	6	3	2	6
372. Eating proper food	10	1	5	3	3	3	2	3	2	4	2	1	6
373. Attending to personal proprieties	5	9	7	5	6	6	5	5	5	5	5	3	6
374. Selecting, adjusting, and caring for personal property	6	6	9	5	5	6	4	4	7	6	4	4	4
375. Caring for other pupils' belongings	6	3	8	7	6	6	5	6	4	6	4	5	6
376. Caring for school property	3	3	5	4	3	4	4	1	3	5	3	2	6
377. **E. Enforcing instructions to pupils concerning such matters as:**													
378. Observing school regulations	1	3	3	2	2	3	3	3	1	1	1	2	3
379. Complying with social conventions	6	5	9	6	5	2	5	6	6	7	4	6	7
380. Acting courteously toward others	3	2	4	6	3	4	3	3	4	3	1	2	4
381. Respecting desires and welfare of others	3	5	1	4	3	4	2	3	3	4	1	2	4
382. Meeting personal obligation as a member of the school	3	3	1	2	5	5	2	7	3	2	2	3	5

TABLE C—*Continued*

383. Developing personal traits and habits	4	4	5	1	4	1	1	6	2	5	2	3	4
384. Responding to teacher	7	8	10	10	9	8	7	9	8	10	10	9	9
385. Acting courteously toward teacher	5	5	8	10	7	4	5	3	4	7	5	5	8
386. Conforming to school traditions	7	7	10	10	8	3	10	10	7	9	9	8	9
387. Attending to routine school activities	6	5	9	7	7	6	8	7	8	8	8	7	7
388. Moving about the building in an orderly fashion	3	3	8	3	4	5	4	2	3	6	5	6	4
389. Engaging in opening exercises and special programs	8	10	8	10	8	8	3	8	9	10	9	9	8
390. Conferring with teacher	6	8	8	9	8	8	9	9	9	10	10	9	9
391. Conferring with teacher regarding work	6	8	7	6	5	7	9	5	7	6	6	6	6
392. Filling out blanks and forms	7	8	10	10	9	9	10	10	9	10	10	10	9
393. Visiting laboratories, libraries, lavatories, and other rooms	7	9	9	7	7	8	7	10	7	8	9	10	8
394. Engaging in recess and lunch-hour activities	9	9	9	9	8	8	9	8	9	9	9	8	8
395. Making up work out of school hours	6	5	10	10	5	10	8	10	10	10	10	10	8
396. Making excursions to points of interest	5	9	6	9	8	8	4	7	8	8	6	5	5
397. Refraining from disorderly and immoral conduct	2	1	2	1	3	2	3	2	2	2	2	2	6
398. Refraining from interfering with other pupils' work	3	5	4	4	4	2	4	7	4	3	2	3	3
399. Conforming to classroom regulations	4	5	5	4	4	3	5	7	5	3	6	6	4
400. Working independently	7	9	5	3	6	6	4	8	4	4	2	4	6
401. Taking part in routine class activities	5	6	7	4	6	4	7	7	7	6	7	7	6
402. Attending to classwork	2	6	2	4	4	3	5	3	3	3	6	7	4
403. Responding to teacher's directions and auggestions	4	8	2	3	4	3	4	2	3	2	4	5	4
404. Rendering services to teachers	9	10	10	10	9	8	7	7	8	10	10	10	8
405. Conferring with other pupils	8	10	10	9	9	6	7	10	8	10	8	9	7
406. Forming proper health habits	4	3	2	4	5	1	3	1	3	6	1	2	5
407. Avoiding accidents	5	4	5	4	4	3	4	2	5	5	3	4	6
408. Safeguarding against contagious diseases	4	1	3	3	4	2	6	3	3	4	1	2	6
409. Correcting physical defects	4	5	5	4	4	1	5	2	3	5	1	3	6
410. Wearing suitable and sanitary clothing	5	4	7	6	3	5	7	5	4	6	4	6	5
411. Eating proper food	4	7	8	5	5	4	4	3	4	6	2	6	6
412. Attending to personal proprieties	5	8	8	6	6	4	6	6	7	7	4	5	6
413. Selecting, adjusting, and caring for personal property	6	7	9	6	6	4	5	7	4	6	3	3	6
414. Caring for other pupils' belongings	6	5	5	5	6	5	8	7	8	4	6	7	6
415. Caring for school property	4	1	3	3	6	4	6	2	7	2	3	3	5

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division II. Subdivision B. Activities Involving Contacts with Pupils													
416. **F. Inspecting and evaluating pupils' behavior in:**													
417. Observing school regulations	4	7	5	5	3	3	3	4	5	4	4	5	4
418. Complying with social conventions	7	8	10	7	6	6	6	9	7	7	5	6	4
419. Acting courteously toward others	5	5	5	5	2	2	1	3	5	4	3	4	2
420. Respecting the desires and welfare of others	5	5	3	5	6	6	2	5	4	4	2	2	3
421. Meeting personal obligations as a member of the school	5	5	3	5	4	4	3	6	4	4	4	4	3
422. Developing personal traits and habits	3	1	4	3	2	1	2	2	3	2	2	3	2
423. Showing appreciation to teacher	9	9	10	10	10	7	8	6	9	9	10	10	8
424. Acting courteously toward teacher	7	8	7	8	6	4	5	3	6	7	8	8	4
425. Conforming to school traditions	8	5	9	9	6	4	9	10	8	10	9	10	7
426. Attending to routine school activities	7	7	9	9	8	6	8	7	8	8	8	8	5
427. Moving about the building in an orderly fashion	6	6	6	6	4	5	4	4	4	5	7	7	4
428. Engaging in opening exercises and special programs	9	8	9	9	9	7	7	8	10	9	6	8	7
429. Conferring with teachers	7	8	10	9	8	9	8	8	8	9	9	10	10
430. Conferring with teacher concerning work	7	7	6	7	7	6	8	8	7	7	6	6	6
431. Filling out blanks and forms	9	9	10	9	8	10	10	9	9	10	9	10	10
432. Visiting laboratories, libraries, lavatories, and other rooms	8	8	10	9	6	8	8	9	10	10	9	9	8
433. Engaging in recess and lunch-hour activities	8	7	9	9	8	8	5	8	10	8	8	8	7
434. Making up work out of school hours	6	7	10	9	6	8	7	9	10	10	8	8	10

TABLE C—*Continued*

435.	Making excursions to points of interest	7	9	8	8	7	8	2	8	6	7	6	7	5
436.	Refraining from disorderly and immoral conduct	5	1	3	6	4	4	5	1	3	3	2	4	5
437.	Refraining from interfering with other pupils' work	5	5	4	4	6	2	5	4	8	6	4	7	3
438.	Conforming to classroom regulations	5	5	5	7	3	4	5	4	5	3	7	7	3
439.	Exercising initiative in useful ways	5	8	4	5	4	5	4	7	4	5	3	2	3
440.	Taking part in routine class activities	5	5	7	6	6	5	4	4	8	6	9	9	3
441.	Attending to classwork	4	2	3	6	4	2	5	2	4	4	7	9	3
442.	Responding to teacher's directions and suggestions	7	7	6	7	5	2	7	3	6	4	8	9	5
443.	Rendering services to teachers	10	10	10	10	9	2	7	9	8	10	10	10	10
444.	Conferring with other pupils	8	10	10	9	8	1	5	9	8	9	10	9	5
445.	Forming proper health habits	4	1	4	3	4	2	1	1	4	3	2	4	4
446.	Avoiding accidents	6	3	5	4	4	5	2	4	5	4	3	5	5
447.	Safeguarding against contagious diseases	5	4	4	3	4	4	3	4	3	5	3	4	5
448.	Correcting physical defects	5	2	7	3	2	2	3	3	3	4	3	5	5
449.	Wearing suitable and sanitary clothing	7	6	9	6	4	6	5	4	7	5	6	7	4
450.	Eating proper food	6	4	8	4	3	4	1	3	5	4	5	6	5
451.	Attending to personal proprieties	6	6	6	6	8	4	6	4	6	6	8	6	3
452.	Selecting, adjusting, and caring for personal property	6	8	7	4	5	4	5	6	7	5	8	6	4
453.	Caring for other pupils' belongings	7	8	5	6	6	5	5	7	9	5	6	5	6
454.	Caring for school property	5	2	3	4	3	2	5	2	3	2	4	4	4
455.	**G. Giving examinations and tests:**													
456.	Giving general physical examinations	4	6	4	8	1	3	1	1	2	8	5	8	7
457.	Conducting routine health inspection	7	5	4	1	1	4	5	4	5	6	3	5	5
458.	Giving general intelligence tests	5	5	3	5	1	5	1	5	6	8	2	4	7
459.	Proctoring examinations of all sorts	5	7	8	8	8	6	7	6	8	9	7	8	10
460.	**H. Opening school session**	6	7	9	7	2	5	4	6	5	8	7	5	6
461.	**I. Excusing pupils**	10	10	10	10	8	10	8	10	9	10	10	10	9
462.	**J. Dismissing pupils**	10	10	10	9	10	8	9	10	10	10	8	8	8
463.	**K. Detaining pupils**	10	7	10	10	7	10	9	10	9	10	10	10	9
464.	**L. Sending pupils on errands**	10	10	10	10	10	10	10	10	10	10	10	10	10
465.	**M. Acting as custodian of pupils' belongings**	10	10	10	10	9	10	9	10	10	10	10	10	10
466.	**N. Collecting materials**	10	9	10	10	9	7	8	9	10	10	9	10	8

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division II. Subdivision B. Activities Involving Contacts with Pupils													
467. O. **Inducting new pupils**	7	4	7	7	6	7	5	5	4	6	3	2	3
468. P. **Controlling tardiness and absence**	1	2	3	1	2	4	5	1	2	3	4	2	5
469. Q. **Making announcements**	7	5	10	10	7	7	8	8	9	10	8	8	7
470. R. **Giving educational guidance**	2	2	1	3	3	2	2	6	1	3	6	3	7
471. S. **Using pupil assistance**	5	4	6	8	6	5	6	6	7	3	6	4	5
472. T. **Determining upon desirable traits, activities, and regulations for pupils:**													
473. Determining traits to be taught	2	1	2	1	2	1	2	1	1	1	1	1	1
474. Determining regulations for activities	2	4	5	4	1	8	6	4	5	5	5	5	7
475. Determining activities to be performed	4	4	4	3	3	4	3	2	3	3	2	5	5
476. U. **Establishing effective relations with pupils:**													
477. Expressing interest and friendliness	1	2	1	2	1	3	3	1	2	2	3	4	1
478. Establishing authority over pupils	2	2	1	2	2	8	4	1	1	3	1	3	2
479. V. **Providing facilities and materials**	5	6	4	5	8	8	3	2	8	7	4	2	5
480. W. **Applying preventive measures**	4	6	4	5	4	2	1	2	4	2	1	2	4
481. X. **Investigating difficulties**	2	2	3	2	2	3	2	3	1	3	2	1	3
482. Y. **Applying specific remedies:**													
483. Supplying remedies to pupils who are injured, sick, or fatigued	3	2	7	5	8	7	4	1	6	9	3	1	6
484. Dealing with pupils who are unclean and untidy	6	3	8	5	4	5	3	1	4	7	2	3	7

TABLE C—*Continued*

485. Applying remedies to specific defects	3	3	4	3	6	5	2	2	4	7	3	1	5
486. Z. **Adapting teacher's procedures to physical conditions of classroom and equipment**	2	4	2	1	5	3	3	2	5	1	3	3	4
487. AA. **Adapting teacher's procedures to individual differences**	1	2	2	1	4	1	1	3	1	1	1	1	2
488. BB. **Performing manual services**	10	10	10	10	6	10	8	10	10	10	10	10	10
489. CC. **Conducting special exercises**	8	2	5	6	4	8	4	4	4	7	3	3	5
490. DD. **Conducting study exercises**	2	1	2	2	3	2	1	3	1	3	1	1	1
491. EE. **Conducting other pupil activities:**													
492. Routine school activities	5	5	7	6	8	3	4	5	7	7	9	9	10
493. Opening exercises	9	7	6	7	6	6	6	3	7	8	8	8	8
494. Recess, lunch-room activities	10	9	7	7	8	9	6	5	8	8	8	8	8
495. Study-hall activities	10	3	5	3	6	9	6	9	4	7	8	6	7
496. Excursions	6	8	5	5	9	8	4	10	7	9	6	4	5
497. FF. **Rewarding and penalizing:**													
498. Rewarding meritorious classroom conduct	4	1	6	5	4	6	8	7	7	9	6	4	8
499. Rewarding meritorious conduct in extra-class activities	6	2	7	5	5	8	8	8	7	9	6	4	9
500. Penalizing classroom misdemeanors	5	5	7	4	5	7	7	7	9	9	8	6	10
501. Penalizing extra-classroom misdemeanors	7	6	8	4	4	8	8	8	9	9	8	6	10
502. GG. **Exhibiting effective teaching traits**	2	1	1	6	1	1	1	2	1	1	1	1	1
503. HH. **Scheduling activities**	6	5	8	3	6	6	5	7	3	8	7	8	5
504. II. **Grouping pupils**	6	5	4	2	3	6	2	6	1	6	4	4	4
505. JJ. **Providing worth-while occupations**	3	2	2	2	2	5	2	2	1	4	3	2	2
506. KK. **Protecting school community**	1	2	4	3	3	1	2	2	1	6	2	1	5
DIVISION III. ACTIVITIES INVOLVING SUPERVISION OF PUPILS' EXTRA-CURRICULAR ACTIVITIES (EXCLUSIVE OF ACTIVITIES INVOLVED IN SCHOOL AND CLASSROOM MANAGEMENT)													
507. A. **Activities involving informal contacts with pupils:**													
508. Establishing cordial relations with pupils	6	5	4	5	2	10	6	4	10	9	5	4	9
509. Obtaining information about pupils	3	1	3	4	1	1	1	2	1	1	1	2	1
510. Assisting individual pupils	4	2	3	5	1	6	5	5	6	4	5	5	3

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)													
511. Participating in activities with pupils	4	5	5	7	3	8	6	6	5	5	4	5	7
512. Regulating pupils' activities	3	4	5	5	3	6	7	5	3	5	5	3	3
513. Providing facilities for pupils activities outside of school	8	10	9	10	6	10	10	9	9	9	7	9	8
514. Coaching and teaching pupils	8	10	9	7	1	9	6	10	9	9	9	10	10
515. Securing pupil participation in informal contacts	8	10	9	9	7	9	8	9	9	9	9	8	10
516. **B. Activities involving in supervising play:**													
517. Establishing cordial relations with pupils	4	4	2	5	1	5	2	2	2	5	3	2	2
518. Obtaining information about pupils	8	4	8	7	4	6	7	6	9	6	5	6	3
519. Assisting individual pupils	4	6	7	5	3	5	3	7	8	7	3	4	2
520. Participating in play activities with pupils	9	9	7	6	4	9	9	4	6	8	6	7	6
521. Regulating the pupils' activities in play	5	4	8	7	7	7	9	6	4	7	6	6	9
522. Providing facilities for playing	5	5	4	5	1	9	7	7	6	6	2	3	5
523. Coaching and teaching pupils how to play	8	3	7	6	2	6	6	2	6	6	6	6	6
524. Securing pupil participation in play	4	3	8	5	3	5	6	4	5	5	5	6	5
525. Selecting plays for the pupils	7	7	9	8	6	9	8	6	7	7	6	6	7
526. Acting as official in pupils' games	9	6	10	9	8	10	9	8	8	9	9	7	9

TABLE C—*Continued*

527. **C. Activities involved in supervising athletics:**													
528. Establishing cordial relations with pupils	4	4	5	7	3	6	4	4	2	8	5	4	5
529. Obtaining information about pupils	6	3	5	6	8	1	5	4	5	6	4	3	5
530. Assisting individual pupils	7	4	8	9	8	6	8	8	9	8	6	6	5
531. Participating in athletic sports with pupils	8	10	10	10	8	9	9	7	10	10	7	9	8
532. Regulating pupil activities in athletics	5	3	8	8	8	6	9	9	7	8	7	6	6
533. Providing facilities for athletics	8	3	8	10	5	2	9	9	7	8	7	6	6
534. Coaching	9	1	8	7	8	8	9	7	8	9	8	7	7
535. Securing pupil participation in athletics	8	4	8	9	8	5	10	8	5	8	7	6	7
536. Selecting participants for teams	10	8	8	8	10	9	9	9	8	9	10	9	8
537. Rewarding good work in athletics	8	10	9	9	5	9	5	10	9	9	9	8	10
538. Forming athletic policies	5	4	7	6	1	7	9	9	7	8	7	5	10
539. Acting as official in games	9	5	10	4	10	10	8	10	9	9	9	8	9
540. Scheduling athletic activities	9	6	9	3	10	10	5	9	9	9	9	8	9
541. **D. Activities involved in supervising social activities:**													
542. Establishing cordial relations with pupils	5	5	4	5	2	7	3	4	5	5	4	3	4
543. Obtaining information about pupils	7	5	5	5	3	7	4	5	5	3	6	6	5
544. Assisting individual pupils	8	8	5	6	4	8	4	3	7	6	7	7	5
545. Participating in social activities with pupils	6	6	8	6	6	9	8	4	7	6	7	7	7
546. Regulating pupils' social activities	4	2	6	6	9	9	5	5	7	8	7	7	10
547. Providing facilities for social activities	4	3	6	8	6	7	6	6	8	7	8	8	9
548. Coaching and teaching pupils	6	9	8	7	8	8	9	7	9	9	9	8	9
549. Securing pupil participation in social activities	5	4	6	5	4	7	7	5	6	6	9	7	7
550. Selecting social activities	3	7	4	7	4	6	6	5	6	6	6	4	8
551. Rewarding service in social activities	7	10	10	8	6	10	1	9	10	10	10	10	10
552. Forming policies concerning social activities	5	4	6	5	7	10	8	8	8	7	7	5	7
553. Managing funds for social activities	8	4	9	6	4	10	8	10	10	10	10	9	10
554. Acting as official at social activities	8	9	9	8	9	10	10	10	9	9	10	9	10
555. **E. Activities involved in supervising musical and dramatic organizations:**													
556. Establishing cordial relations with pupils	7	2	6	10	2	6	4	1	5	5	3	2	5
557. Obtaining information about pupils' abilities	7	5	5	7	9	3	5	6	5	5	4	4	5

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)													
558. Assisting individual pupils	9	5	7	6	6	5	7	6	9	6	7	8	5
559. Assisting in pupils' musical and dramatic activities	10	7	8	7	9	8	5	4	7	7	7	7	4
560. Regulating pupils' activities	10	2	8	5	9	8	8	8	6	8	6	6	6
561. Providing facilities for musical and dramatic activities	10	3	6	4	8	6	6	5	8	7	5	7	6
562. Coaching	9	5	7	6	2	7	10	7	7	7	7	7	7
563. Securing pupil participation	8	6	6	7	9	7	6	6	5	6	6	7	5
564. Selecting plays and musical compositions	8	6	7	7	2	7	9	6	5	6	5	4	7
565. Selecting participants for musical and dramatic activities	9	9	5	5	2	8	7	8	7	8	9	9	8
566. Rewarding good work in music and dramatics	10	9	8	8	1	9	7	10	9	10	8	10	9
567. Forming policies concerning musical and dramatic activities	9	3	6	4	1	9	10	10	5	7	7	6	8
568. Managing funds	10	8	7	7	8	10	6	10	8	9	9	9	10
569. Acting as official	10	10	10	8	4	10	9	7	9	8	9	9	10
570. Scheduling musical and dramatic activities	9	9	8	2	5	9	10	9	8	8	7	8	9
571. F. Activities involved in supervising pupils' publications:													
572. Establishing cordial relations with pupils	4	6	7	8	5	8	6	3	7	6	5	3	4
573. Obtaining information about pupils	7	7	9	8	8	5	9	8	8	7	7	7	5

TABLE C—*Continued*

574. Assisting individual pupils	8	9	7	8	2	8	1	8	6	6	7	6	5
575. Participating in activities with pupils	7	2	10	10	7	8	10	8	7	7	7	9	7
576. Regulating pupil activities	6	7	9	7	9	8	10	6	5	5	7	6	7
577. Providing facilities for pupils publications	8	5	7	10	7	9	10	9	7	7	8	7	7
578. Coaching pupils	7	3	8	9	5	7	10	6	7	8	9	8	9
579. Securing pupil participation	5	8	7	7	6	9	6	6	9	5	6	6	6
580. Selecting pupil activities	7	4	7	7	8	8	6	3	5	5	5	5	6
581 Rewarding good work in connection with publications	9	8	9	9	9	10	1	8	9	10	8	7	9
582. Forming policies concerning publications	6	3	5	7	7	9	10	8	7	7	6	5	7
583. Managing funds of pupil publications	9	8	6	8	8	10	10	10	8	9	9	10	10
584. Acting as official	7	8	6	10	5	10	10	10	10	7	9	9	8
585. G. Activities involved in supervising pupils' forensic activities:													
586. Establishing cordial relations with pupils	7	6	7	9	3	4	10	4	3	6	6	4	7
587. Obtaining information about pupils' abilities	9	3	9	10	8	5	10	9	5	6	8	7	7
588. Participating in forensic activities	10	6	9	10	6	8	10	9	8	8	10	9	9
589. Regulating pupil activities	8	4	8	9	3	5	10	7	1	6	6	6	9
590. Providing facilities for forensic activities	10	7	8	10	8	8	10	9	8	8	7	8	9
591. Coaching	9	2	7	8	1	7	10	8	5	6	7	7	9
592. Securing pupil participation in forensic activities	9	6	6	8	6	8	10	8	6	6	8	8	9
593. Selecting materials and activities	10	3	8	9	6	7	10	7	6	6	7	7	9
594. Selecting pupil participants	10	8	7	9	6	5	10	9	8	8	9	8	9
595. Rewarding good work	10	8	10	10	5	9	1	10	8	10	9	9	9
596. Forming policies concerning forensic activities	10	3	7	8	5	9	10	9	5	8	5	6	8
597. Managing funds	10	7	7	10	1	10	10	10	8	9	8	8	10
598. Acting as official	10	9	9	10	8	7	10	9	9	8	8	9	9
599. Scheduling activities	10	9	9	10	10	5	10	9	5	9	8	7	9
600. H. Activities involved in supervising pupils' excursions:													
601. Establishing cordial relations with pupils	6	7	5	6	4	7	8	4	4	5	2	2	3
602. Participating in excursions	9	6	5	5	9	9	6	6	7	4	3	5	3
603. Regulating pupils' activities	8	3	6	4	8	7	7	4	3	4	2	4	5
604. Providing facilities for excursions	8	7	10	10	8	7	7	10	6	7	4	6	5
605. Selecting points to which to make excursions	9	6	8	9	9	6	6	8	8	5	3	6	3

TABLE C—*Continued*

Activities from Check-List	A	B	C	D	E	F	G	H	I	J	K	L	M
	U of C. Graduates (High School)	City High School Principals	Sup. Practice Teaching Sec. Grades	College Instructors Sec. Ed.	City Junior High School Teachers	Intermediate Teachers	Kindergarten-Primary Teachers	Rural Teachers	City Elem. School Principals	City Supervisors—Elem. Grades	Sup. Practice Teaching Elem. Grades	College Instructors Elem. Ed.	Teachers in Elem. Experimental Schools
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)													
606. Managing funds needed in making excursions	9	5	8	7	10	7	10	10	9	8	8	8	7
607. Scheduling excursions	8	6	9	9	9	7	10	10	9	8	6	7	5
608. **I. Activities involved in supervising pupils' assemblies:**													
609. Establishing cordial relations with pupils	5	5	3	7	2	9	3	2	3	2	3	2	3
610. Participating in assemblies	8	6	8	8	2	10	8	4	6	8	9	9	7
611. Regulating pupil activities	7	4	5	7	2	7	6	7	3	3	3	5	7
612. Teaching in assemblies	10	10	7	10	1	10	8	9	6	9	10	10	8
613. Securing pupil participation in assemblies	6	4	3	5	7	6	6	6	4	4	3	5	3
614. Selecting assembly activities	8	2	3	4	6	9	9	7	4	5	5	3	3
615. Selecting participants in assemblies	10	9	6	8	9	10	10	6	7	8	8	8	4
616. Rewarding good work performed by pupils in assemblies	9	10	9	7	10	8	8	10	9	10	10	10	9
617. Forming policies for assemblies	7	1	4	4	6	10	10	6	3	5	3	2	4
618. Managing funds for assemblies	10	10	9	9	1	10	6	9	10	10	10	10	9
619. Acting as official at assemblies	10	7	9	8	7	10	10	8	10	9	10	10	9
620. Scheduling assemblies	9	9	9	7	1	10	8	8	9	8	9	8	7

TABLE C—*Continued*

621. **J.**	**Activities involved in supervising drives and campaigns:**												
622.	Establishing cordial relations with pupils	10	9	2	8	7	9	2	4	7	2	3	4	7
623.	Participating in campaigns	10	10	5	8	10	8	3	8	9	7	8	9	9
624.	Regulating pupils' activities	10	8	3	7	10	9	6	6	6	5	4	7	10
625.	Providing school facilities	10	7	7	9	9	9	6	8	8	6	7	8	7
626.	Securing pupil participation in campaigns	9	8	4	7	7	8	2	5	6	4	4	7	7
627.	Selecting pupil participants in campaigns	9	9	5	9	9	10	4	7	9	8	8	9	9
628.	Rewarding good work in campaigns and drives	10	9	9	10	10	10	7	9	10	10	9	10	10
629.	Forming policies concerning the institution of campaigns and drives	10	10	7	4	9	10	8	9	8	6	2	4	7
630.	Managing funds	10	10	8	8	10	10	8	9	10	10	8	9	8
631.	Acting as official	10	10	9	9	10	9	7	9	10	9	10	10	8
632.	Scheduling campaigns and drives	10	10	7	9	10	9	6	8	10	9	9	10	7
633. **K.**	**Activities involved in supervising other pupil organizations:**													
634.	Establishing cordial relations with pupils	5	4	1	8	2	2	10	2	3	4	4	4	5
635.	Obtaining information about pupils	7	1	3	8	4	3	10	5	5	5	8	9	5
636.	Assisting individual pupils	8	5	2	8	6	7	10	4	7	6	6	7	6
637.	Participating in other pupil organizations	9	6	7	8	6	9	10	9	9	9	8	8	7
638.	Regulating pupil activities	4	3	3	8	6	5	10	8	3	6	7	7	8
639.	Providing facilities for the establishment and maintenance of other organizations	8	7	8	8	5	7	10	10	8	9	9	9	8
640.	Coaching pupils	8	9	7	8	9	7	10	5	8	9	8	8	9
641.	Securing participation of pupils in other organizations	9	6	6	7	7	6	10	8	7	9	7	8	9
642.	Selecting materials and activities for other organizations	9	10	7	7	7	9	9	9	9	9	9	9	9
643.	Selecting participants	9	6	6	7	9	9	9	9	9	9	8	8	10
644.	Rewarding good work	8	9	7	8	8	10	1	9	10	10	10	10	9
645.	Forming policies	4	6	3	6	4	9	9	9	3	5	5	5	8
646.	Managing funds	9	8	7	7	7	10	9	9	10	10	10	10	10
647.	Acting as official	7	10	10	8	9	10	9	10	10	10	10	10	9
648.	Scheduling	9	10	8	9	7	10	9	6	10	9	10	10	9

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)													
649. **L. Activities involved in supervising special programs:**													
650. Establishing cordial relations with pupils	9	6	2	6	5	7	5	1	6	2	1	3	4
651. Obtaining information about pupils' abilities	8	8	3	7	7	9	4	4	5	3	4	6	4
652. Assisting individual pupils	8	3	3	8	9	8	8	6	8	3	4	5	4
653. Participating in special programs with pupils	9	6	10	10	10	10	10	8	10	9	9	10	9
654. Regulating pupils' activities in connection with special programs	7	7	5	9	10	8	8	7	5	6	2	4	7
655. Providing facilities	8	6	8	9	9	10	9	8	7	6	8	9	5
656. Coaching	7	5	8	7	5	9	9	6	8	7	7	7	7
657. Securing pupil participation	8	7	5	8	10	9	5	3	5	5	3	6	3
658. Selecting materials and activities for special programs	8	7	3	5	7	7	8	3	5	4	5	5	5
659. Selecting participants	7	8	6	7	10	9	9	7	3	5	7	7	6
660. Rewarding good work	9	10	9	9	10	9	7	9	10	10	10	10	10
661. Forming policies	7	6	5	5	8	8	9	8	6	5	3	5	5
662. Managing funds	10	9	9	7	8	10	8	9	10	9	10	10	10
663. Acting as official	10	10	10	8	10	9	9	8	10	9	10	10	10
664. Scheduling	9	10	9	7	6	10	9	9	10	8	10	10	9

TABLE C—*Continued*

DIVISION V. ACTIVITIES INVOLVING RELATIONS WITH MEMBERS OF SCHOOL COMMUNITY													
882. **A. Giving advice and information to:**													
883. Parents	10	1	3	1	4	1	2	5	1	1	3	1	1
884. Occupational groups	9	9	1	6	10	10	10	10	10	10	10	9	9
885. Social organizations	9	10	7	9	10	10	9	10	10	10	10	9	6
886. Members of community at large	9	7	7	4	8	7	9	10	10	7	9	9	9
887. **B. Giving assistance to:**													
888. Parents	7	1	2	5	5	4	4	5	3	4	4	1	3
889. Occupational groups	10	9	8	10	10	9	10	10	10	10	10	9	10
890. Social organizations	10	8	8	9	9	8	9	8	10	10	10	8	10
891. Members of community at large	10	5	7	7	9	2	9	7	10	9	10	10	9
892. **C. Meeting socially with:**													
893. Parents	5	3	1	4	6	7	3	2	6	2	2	1	3
894. Members of community at large	7	7	5	5	7	7	6	3	8	9	8	8	7
895. **D. Obtaining advice and information from:**													
896. Parents	2	1	1	3	5	2	3	3	2	1	2	1	2
897. Occupational groups	8	7	8	8	9	10	10	10	9	9	8	7	8
898. Social organizations	9	9	9	8	9	8	10	10	9	10	9	8	10
899. Members of community at large	8	7	9	8	10	7	7	10	9	9	10	10	10
900. **E. Obtaining assistance from:**													
901. Parents	6	5	2	3	7	7	6	5	6	6	4	3	7
902. Occupational groups	9	5	6	7	10	9	9	10	10	8	9	8	8
903. Social organizations	9	3	8	9	10	9	9	7	10	8	7	7	10
904. Members of community at large	9	4	6	9	10	9	8	8	9	7	9	9	9
905. **F. Establishing cordial relations with:**													
906. Parents	2	1	1	3	4	2	2	1	2	1	2	1	2
907. Occupational groups	6	3	6	6	7	7	8	9	6	8	8	6	8
908. Social organizations	5	2	8	9	6	7	7	7	6	8	7	6	8
909. Members of community at large	6	1	6	4	8	7	6	2	6	3	7	5	7

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division V. Activities Involving Relations with Members of School Community													
910. **G. Developing a co-operative spirit in:**													
911. Parents	1	1	1	2	1	2	2	1	1	1	1	1	2
912. Occupational groups	6	2	7	5	5	6	7	6	6	7	6	5	8
913. Social organizations	5	2	5	5	7	6	6	4	6	8	6	5	9
914. Community at large	5	1	2	2	8	2	4	1	3	3	6	6	8
915. **H. Attending to school visits of:**													
916. Parents	4	1	1	2	4	3	3	1	3	4	3	2	3
917. Occupational groups	9	7	9	8	9	10	10	10	9	10	9	7	7
918. Social organizations	9	8	9	8	8	7	9	8	10	10	9	7	9
919. Members of community at large	7	4	7	6	9	6	7	3	6	7	9	8	8
920. **I. Helping to enforce child-welfare laws against:**													
921. Parents	3	4	2	6	1	1	4	1	5	5	4	3	7
922. Occupational groups	10	9	6	9	9	3	7	8	7	8	8	8	8
923. Social organizations	10	9	6	9	7	8	8	7	10	8	7	8	8
924. Community at large	6	8	3	7	9	1	6	5	8	8	7	7	8
925. **J. Acting as mediator between:**													
926. Parents	10	10	10	10	10	10	5	10	10	9	10	10	10

TABLE C—*Continued*

927. Occupational groups	10	10	10	10	10	9	8	10	10	10	10	10	10
928. Social organizations	10	10	10	10	10	10	8	2	10	10	10	10	10
929. Members of community at large	10	10	10	10	10	10	8	10	10	10	10	10	10
930. **K. Participating in meetings of:**													
931. Parents	3	3	2	4	10	8	4	2	4	4	3	3	5
932. Occupational groups	9	9	9	9	10	10	8	4	10	10	10	10	9
933. Social organizations	9	9	9	9	9	10	8	8	10	10	10	9	10
934. Community at large	9	7	6	9	9	9	6	2	10	8	10	9	10
935. L. **Conducting business transactions with:**													
936. Members of community at large	8	5	5	6	10	7	10	10	10	8	9	7	8
DIVISION VI. ACTIVITIES CONCERNED WITH PROFESSIONAL AND PERSONAL ADVANCEMENT													
937. **A. Making professional contacts:**													
938. Joining and paying dues to professional, social, cultural, and recreational organizations	3	1	1	2	2	5	4	4	2	1	8	2	3
939. Serving in official capacity	7	9	8	10	10	9	9	10	9	10	9	8	8
940. Directing work of organizations	6	6	2	5	8	10	9	6	6	6	7	8	9
941. Contributing to programs	7	5	3	5	8	8	9	5	6	5	5	4	7
942. Performing routine duties of membership	7	10	3	9	7	7	6	7	5	4	7	7	7
943. Recruiting members for organization	8	10	9	10	10	9	9	10	10	9	10	9	10
944. Developing moral of organization	5	6	4	4	10	6	6	6	8	4	7	7	8
945. **B. Seeking to improve skill in teaching:**													
946. Observing and reporting upon different types of teaching	2	1	1	1	4	2	1	4	3	2	4	2	2
947. Taking courses in professional subjects	1	1	1	3	1	1	2	2	2	1	5	2	3
948. Obtaining reading material	2	2	2	4	3	2	4	4	5	1	5	5	1
949. Reading for information	1	1	2	3	3	5	2	2	4	1	5	4	2
950. Studying and investigating professional problems	1	1	1	1	2	2	3	4	1	1	2	1	2
951. Practicing in special fields	8	10	9	6	7	5	6	7	8	9	9	7	8

TABLE C—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.	M Teachers in Elem. Experimental Schools
Division VI. Activities Concerned with Professional and Personal Advancement													
952. Studying one's own strength and weaknesses	1	1	1	1	4	1	3	2	1	1	1	1	2
953. Seeking advice and information	3	2	2	3	5	5	4	2	2	1	5	5	2
954. Accepting criticism in good spirit	1	2	1	2	3	3	2	1	2	1	3	3	1
955. Acting on suggestions regarding teaching techniques	2	1	1	3	2	2	3	3	3	1	2	2	3
956. Studying the community	3	1	3	2	4	3	3	2	3	3	4	3	4
957. **C. Seeking to improve professional status:**													
958. Meeting higher official standards	4	2	2	5	3	5	5	5	3	3	5	3	9
959. Co-operating in research	3	2	2	2	4	6	6	4	1	3	2	1	5
960. Conducting independent research	9	2	4	3	7	6	7	7	5	6	7	6	7
961. Preparing material for publication	6	8	8	5	9	7	9	7	7	10	9	7	9
962. Seeking more attractive positions	6	6	5	6	8	7	7	7	9	10	8	7	9
963. Appearing before community	8	3	6	7	9	7	8	4	8	9	7	7	9
964. **D. Providing for personal welfare:**													
965. Saving money	2	1	1	3	4	1	1	2	2	1	2	2	3
966. Working for adequate salary schedule in system	3	5	1	4	8	6	5	6	6	4	5	4	8
967. Investing in securities	4	1	5	9	7	2	2	7	6	7	7	6	5
968. Taking out insurance	4	1	3	4	5	1	4	6	3	2	6	4	3
969. Supplementing salary from outside sources	8	10	10	10	10	10	9	10	10	10	10	10	10

TABLE C—*Continued*

970. Taking physical examinations periodically	3	3	2	3	7	2	6	3	2	3	5	3	3
971. Taking sufficient exercise	1	1	1	1	2	2	1	2	1	2	2	2	2
972. Developing interest in good health	1	1	1	1	2	1	1	1	2	1	1	1	1
973. Avoiding risks to health	1	1	1	2	2	2	1	1	1	1	1	1	1
974. Taking recreation	1	1	1	2	2	3	2	1	2	1	1	1	1
975. Traveling	4	4	4	4	5	8	6	3	4	3	6	5	2
976. E. **Developing desirable traits:**													
977. Traits which serve as example to pupils	1	1	1	1	1	1	2	1	1	1	1	1	1
978. Traits involved in winning of pupils' respect	1	1	1	1	1	2	1	1	1	1	1	1	2
979. Traits involved in maintaining friendly relations with pupils	1	1	1	1	1	1	2	1	1	1	2	1	1
Division VII. Activities in Connection with School Plant and Supplies													
980. A. **Activities in connection with school plant:**													
981. Maintaining proper temperature in school building	4	4	1	2	5	1	4	1	2	4	5	1	4
982. Securing proper lighting for all parts of school buildings	6	6	1	2	2	2	1	1	3	3	5	2	6
983. Securing proper ventilation in schoolrooms and hallways	5	5	1	2	5	4	2	1	3	2	2	1	6
984. Keeping building clean and orderly	6	2	1	2	6	3	5	1	2	3	5	3	3
985. Taking precautions against fire	4	4	2	3	7	2	2	1	3	3	4	2	6
986. Making school grounds attractive	6	6	2	7	10	6	5	2	5	7	6	5	9
987. Making schoolrooms attractive	5	3	1	4	5	4	4	1	3	2	2	3	8
988. Securing necessary space for class activities	7	10	3	8	10	5	6	3	5	7	8	5	8
989. B. **Activities in connection with school supplies and equipment:**													
990. Ordering supplies	5	6	4	8	8	7	6	3	5	5	8	5	6
991. Following up orders of supplies	7	10	6	10	10	8	7	7	9	7	10	9	8
992. Selecting supplies	5	3	1	4	6	7	6	3	6	7	3	3	6
993. Borrowing supplies	10	10	9	10	10	10	10	10	10	10	10	10	10
994. Arranging supplies for use	8	8	3	9	7	4	5	9	8	4	7	7	7
995. Distributing supplies to pupils	8	8	6	8	10	3	8	7	9	6	7	5	6
996. Making supplies and equipment	6	8	5	9	10	4	7	5	8	7	5	4	10

TABLE C—*Continued*

Activities from Check-List	A	B	C	D	E	F	G	H	I	J	K	L	M
	U. of C. Graduates (High School)	City High School Principals	Sup. Practice Teaching Sec. Grades	College Instructors Sec. Ed.	City Junior High School Teachers	Intermediate Teachers	Kindergarten-Primary Teachers	Rural Teachers	City Elem. School Principals	City Supervisors—Elem. Grades	Sup. Practice Teaching Elem. Grades	College Instructors Elem. Ed.	Teachers in Elem. Experimental Schools
Division VII. Activities in Connection with School Plant and Supplies													
997. Making collections of supplies and equipment	7	6	5	8	7	6	6	4	6	5	6	5	6
998. Maintaining supplies and equipment in condition for use	7	6	4	7	9	6	5	5	8	5	6	5	5
999. Cleaning supplies and equipment	8	10	4	10	6	7	8	6	6	8	6	4	6
1000. Making records and reports concerning	8	4	5	10	8	8	8	5	9	8	7	5	7
1001. Managing funds for supplies and equipment	9	6	5	9	10	7	9	9	10	10	9	6	10

Decile Ranks of Activities* as Rated for Desirability of Preservice Training

Note.—The deciles are numbered from 1 to 10. The figure 1 represents the highest, the figure 10 represents the lowest decile.

The table is read as follows: The figure 1 in column A (University of Chicago graduates teaching in high schools) means that activity No. 3, *Selecting objectives*, was ranked by University of Chicago graduates teaching in high schools as among the 59 activities from the entire list which it is most desirable for the teacher to learn to perform in the training school. It will be noted that this activity No. 3, *Selecting objectives*, is also ranked in the first decile by each of the remaining eleven groups of judges. The other decile ratings are read in the same way and similarly represent the relative desirability of teaching a given activity in the training school rather than expecting the teacher to learn to perform the activity "on the job."

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division I. Subdivision A. Teaching Subject Matter												
1. A. Planning:												
2. *Selecting activities to be planned:*												
3. Selecting objectives	1	1	1	1	1	1	1	1	1	1	1	1
4. Planning selection and organization of subject matter	1	1	1	1	1	1	1	1	1	1	1	1
5. Planning methods of developing interests	1	2	1	1	1	1	1	2	1	1	1	2
6. Planning methods of instruction	1	1	1	1	1	1	1	1	1	1	1	1
7. Planning methods of assigning work	1	1	1	1	2	1	1	1	1	1	1	1
8. Planning methods of providing sufficient opportunity for pupils' activities	1	4	1	1	3	1	1	3	2	1	1	1
9. Planning facilities for individual study	1	4	2	1	3	1	1	6	2	2	1	2
10. Planning methods of evaluating pupils' needs, abilities, and achievements	1	1	1	1	3	1	1	2	1	1	1	1
11. Planning methods of developing teachers' personal traits	2	2	3	2	2	2	8	3	3	2	3	2
12. Finding adequate time for planning	9	10	10	10	9	6	10	10	9	9	10	10
13. Finding efficient methods of planning	3	4	1	2	5	4	9	2	5	2	3	3

* Except Divisions II A and IV.

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division I. Subdivision A. Teaching Subject Matter												
14. Writing and recording plans	2	4	6	3	6	3	9	3	3	2	3	8
15. Evaluating and revising plans	6	6	6	3	9	5	8	7	4	2	7	7
16. Filing and preserving plans	4	10	10	10	10	10	10	10	10	9	10	10
17. Utilizing plans	5	10	10	2	9	6	10	7	5	6	10	9
18. B. Setting up objectives:												
19. Defining general objectives for the grade or subject	1	1	1	1	1	1	1	1	1	1	1	1
20. Defining specific objectives in harmony with general objectives	1	1	1	1	1	2	3	1	1	1	1	1
21. Presenting, explaining, and illustrating objectives to pupils	2	2	1	2	5	3	5	1	4	2	2	1
22. Evaluating objectives	1	2	2	1	2	2	2	1	1	2	2	1
23. Utilizing objectives	1	2	1	1	2	3	3	1	2	1	2	1
24. C. Selecting and organizing subject matter:												
25. Securing adequate command of subject matter to be taught	1	2	1	1	3	2	2	2	2	1	1	1
26. Taking account of specific objectives	1	1	1	1	2	1	1	1	1	1	1	1
27. *Taking account of pupils' interests, abilities, and needs:*												
28. Selecting subject matter with reference to pupils' interests	4	2	1	1	6	3	9	9	3	2	3	3

TABLE D—*Continued*

29. Selecting subject matter with reference to pupils' abilities	1	1	1	1	2	3	2	7	1	1	2	3
30. Selecting subject matter with reference to pupils' needs	2	1	2	1	2	2	1	6	2	2	2	5
31. Selecting proper materials for study	3	3	4	2	6	3	3	4	2	2	3	6
32. Adapting materials to time limit	9	8	9	4	10	5	10	7	6	3	9	10
33. Determining difficulty of materials	4	8	3	2	8	6	10	4	4	3	7	7
34. Arranging sequence of units	2	4	2	2	3	3	4	1	2	2	3	2
35. Organizing and recording materials for class use	3	4	2	1	2	1	3	1	2	1	1	3
36. Evaluating organized material	3	4	3	2	3	3	3	3	2	2	3	5
37. Finding adequate time for selection and organization of material	10	10	9	9	8	6	10	8	7	8	9	9
38. **D. Developing interests:**												
39. Determining pupils' interests	10	2	5	2	3	6	10	10	5	5	9	8
40. Suggesting new interests	7	5	3	2	6	5	9	8	5	5	9	7
41. Emphasizing uses and values of classwork	4	2	1	1	3	4	6	6	6	3	2	2
42. Using interesting methods of instruction	1	1	1	1	1	2	1	1	1	1	1	1
43. **E. Instructing:**												
44. Selecting types of instruction adapted to needs of class	2	1	1	1	1	2	2	2	1	1	1	1
45. Following up pupils' responses	7	9	7	3	5	5	7	8	3	5	7	4
46. Showing relationships in presentation of materials	2	2	1	1	2	2	3	2	2	1	3	4
47. Selecting points for special emphasis	6	5	2	2	6	6	8	4	6	3	6	4
48. Presenting supplementary material	4	6	1	2	6	4	7	4	2	2	2	3
49. Selecting effective illustrations	7	4	2	2	6	5	9	4	5	4	7	5
50. Presenting learning exercises and problems	3	4	1	1	2	2	2	1	1	1	1	1
51. Indicating pupils' difficulties and errors	8	9	4	3	6	8	10	9	3	4	5	3
52. Suggesting methods of overcoming difficulties	1	3	1	1	1	1	2	1	1	1	1	1
53. Utilizing pupils' contributions from reading and experience	10	9	3	2	5	5	7	7	6	5	5	1
54. Demonstrating skills and learning procedures	5	8	6	3	3	5	5	1	3	3	2	2
55. Formulating conclusions, solutions, and summaries	5	2	1	2	3	4	7	3	3	2	1	2
56. Economizing time	6	8	2	4	6	6	8	2	4	3	7	8
57. Conducting reviews	5	6	3	2	5	3	7	3	6	3	1	2

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division I. Subdivision A. Teaching Subject Matter												
58. **F. Assigning work:**												
59. Selecting group assignments	2	2	1	1	2	1	1	1	1	1	1	1
60. Presenting directions for doing work	3	3	1	1	4	5	5	1	2	3	2	1
61. Checking pupils' understanding of work to be done	9	10	9	3	9	5	10	5	5	7	3	3
62. Adapting assignments to the abilities and needs of the class	4	5	2	1	2	2	5	2	3	2	1	1
63. Adapting assignments to the needs of individual pupils	3	2	1	1	4	2	4	4	1	2	3	3
64. Following up assignments	7	8	9	6	4	6	9	6	7	5	6	8
65. **G. Providing sufficient opportunity for pupils' activities:**												
66. Avoiding unnecessary participation by teacher in classwork	1	1	2	3	3	2	4	1	1	1	2	3
67. Distributing opportunities among individual pupils	5	6	2	2	6	5	7	5	5	2	6	6
68. Allowing pupils to assume adequate responsibility	3	6	2	2	3	3	2	2	3	1	2	1
69. **H. Providing facilities for individual study:**												
70. Providing necessary time and assistance	2	5	4	2	6	3	5	2	2	2	6	5
71. Providing necessary materials	8	10	7	7	10	5	9	2	4	7	4	8
72. **I. Investigating and evaluating pupils' needs, abilities, and achievements:**												
73. Setting up standards of achievement	1	1	1	1	1	1	3	1	1	1	1	1

TABLE D--*Continued*

74. Devising and selecting tests	1	1	1	1	1	1	1	1	1	1	1	1
75. Inspecting pupils' work and methods of study	6	8	7	2	6	5	8	9	3	5	3	6
76. Administering tests	4	2	3	3	3	2	2	5	2	5	1	1
77. Recording results of tests	7	3	9	7	5	5	7	6	5	7	2	3
78. Diagnosing pupils' difficulties and needs	1	1	1	1	1	1	2	2	1	1	1	1
79. Following up diagnosis	2	2	2	1	1	1	4	1	2	2	1	1
80. **J. Exhibiting useful teaching traits:**												
81. Expressing interest in subjects taught	9	4	5	5	5	8	4	6	5	4	9	10
82. Expressing interest in individual pupils	9	8	7	4	6	9	8	6	4	5	9	10
83. Expressing qualities of leadership, such as self-confidence, fairness, etc	9	6	3	2	7	7	8	7	5	4	9	9
DIVISION I. SUBDIVISION B. TEACHING PUPILS TO STUDY												
84. **A. General activities:**												
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations	1	1	1	1	1	1	1	1	1	1	4	3
86. Teaching pupils to develop traits and habits	1	2	1	1	1	2	2	6	1	1	5	6
87. Teaching pupils to participate in class activities	5	7	3	2	6	5	4	5	3	3	5	5
88. Teaching pupils to establish friendly relations with other pupils	10	9	10	6	7	5	8	10	8	6	5	6
89. Teaching pupils to develop individual tendencies and abilities	3	3	2	1	4	3	4	4	2	2	4	4
90. Teaching pupils to solve problems	1	3	1	1	2	1	1	1	2	1	1	1
91. Teaching pupils how to improve skills and abilities	1	2	1	1	1	2	1	2	1	2	1	1
92. Teaching pupils to make practical use of materials studied	2	2	1	2	2	1	4	1	1	2	2	3
93. Teaching pupils to make economical use of time	3	4	2	2	3	2	8	4	3	3	4	4
94. Teaching pupils to meet formal requirements	7	9	10	9	7	5	7	5	4	8	5	9
95. **B. Specific activities:**												
96. Teaching pupils to decide what is to be done	2	7	6	3	3	2	5	1	3	2	2	4
97. Teaching pupils to check teachers' directions for clearness	6	9	9	6	9	6	8	7	5	7	5	9
98. Teaching pupils to foresee results to be obtained	3	6	7	4	5	3	3	3	4	3	4	4

TABLE D—*Continued*

Activities from Check List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
DIVISION I. SUBDIVISION A. TEACHING SUBJECT MATTER												
99. Teaching pupils to plan methods of work	1	2	1	1	1	1	3	1	2	1	3	4
100. Teaching pupils to gather reading materials	3	4	5	4	6	3	8	6	4	5	3	6
101. Teaching pupils to find desired information from reading material	2	6	4	3	6	2	5	2	2	3	1	3
102. Teaching pupils to obtain information from sources other than reading	6	3	5	3	6	3	3	6	3	4	2	5
103. Teaching pupils to recall useful information obtained from reading and experience	8	7	9	5	10	4	7	4	2	7	3	7
104. Teaching pupils to collect necessary supplies and equipment	7	10	10	6	10	7	10	5	7	9	7	9
105. Teaching pupils to obtain a proper prospective of the course	3	8	3	2	3	1	5	2	4	3	4	4
106. Teaching pupils to maintain a critical attitude toward material studied	1	3	3	2	4	1	6	4	3	3	3	2
107. Teaching pupils to prepare for class work	3	8	9	4	5	3	5	5	3	5	3	8
108. Teaching pupils to locate specific problems	1	2	3	4	2	2	3	2	2	2	1	3
109. Teaching pupils to analyze problems	1	1	1	1	2	1	1	1	1	1	1	2
110. Teaching pupils to organize material in proper form	1	5	1	1	1	1	2	1	2	2	1	1
111. Teaching pupils to summarize material	1	2	2	1	3	1	5	1	1	2	1	2
112. Teaching pupils to memorize material	6	9	6	7	6	5	8	8	5	6	2	2
113. Teaching pupils to combine ideas in proper relationships	1	1	2	1	2	1	3	1	1	2	1	2
114. Teaching pupils to discuss implications of material studied	2	2	3	3	3	2	2	4	3	4	3	2

TABLE D—*Continued*

115. Teaching pupils to find or make illustrations for greater clearness	4	6	6	5	4	3	8	1	3	6	3	7
116. Teaching pupils to note, outline, and record useful information	2	6	6	5	6	1	5	2	3	5	1	3
117. Teaching pupils to carry on class routines	9	9	10	9	6	2	5	5	4	7	6	6
118. Teaching pupils to obtain criticism from teacher and other pupils	8	7	8	2	7	5	9	6	5	5	8	8
119. Teaching pupils to obtain help from teacher and other pupils	8	8	10	6	9	5	10	9	7	6	9	9
120. Teaching pupils to take tests and examinations efficiently	2	5	5	3	5	1	3	2	3	3	2	3
121. Teaching pupils to compare work with standards in order to check errors	3	4	5	5	2	5	5	4	4	3	2	4
122. Teaching pupils to correct errors	4	6	8	3	7	3	5	3	3	6	5	6
Division II. Subdivision B. Activities Involving Contacts with Pupils												
291. **A. Setting up objectives:**												
292. Defining objectives in the conduct of pupils' classroom and extra-classroom activities	2	1	1	1	1	1	1	2	1	2	1	1
293. Explaining to pupils reasons for the performance of classroom and extra-classroom activities	6	5	7	6	3	6	2	2	5	5	7	7
294. **B. Explaining school regulations:**												
295. Explaining regulations regarding pupils' conduct on school premises	10	10	10	10	9	10	10	6	9	10	9	10
296. Explaining regulations with regard to pupils' routine school activities	10	10	10	10	10	9	10	4	10	10	10	10
297. Explaining regulations with regard to personal conduct in classroom	10	10	10	9	10	7	9	6	6	9	10	9
298. Explaining regulations with regard to health and cleanliness	8	6	8	7	7	9	3	5	3	7	4	6
299. **C. Developing pupils' interest and attention in the performance of the following activities:**												
300. Observing school regulations	7	7	10	5	8	9	5	5	7	8	10	9

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
301. Complying with social conventions	8	10	9	6	8	6	9	10	8	7	9	7
302. Acting courteously toward others	9	9	10	6	6	6	8	10	10	7	9	8
303. Respecting desires and welfare of others	8	7	8	5	6	5	7	9	5	6	9	7
304. Meeting personal obligations as a member of the school	8	8	8	4	6	6	5	5	5	5	9	7
305. Developing personal traits and habits	5	1	5	4	3	2	1	3	1	4	5	5
306. Showing appreciation of teacher	9	10	9	9	7	7	9	8	8	9	9	9
307. Acting courteously toward teachers	8	10	9	8	6	8	8	10	6	9	8	9
308. Conforming to school customs	10	10	10	10	6	8	8	10	7	9	10	10
309. Attending to routine school activities	10	10	10	10	9	6	9	9	7	10	10	10
310. Moving about the building in an orderly fashion	9	10	9	9	8	9	9	7	10	10	10	9
311. Engaging in opening exercises and special programs	9	6	7	4	7	7	5	5	5	8	9	10
312. Conferring with teachers	10	10	10	7	10	8	6	9	9	10	10	10
313. Conferring with teacher concerning work	10	9	9	7	10	8	7	9	6	10	10	10
314. Filling out blanks and forms	10	10	10	10	10	10	4	7	9	10	9	10
315. Visiting laboratories, libraries, lavatories, and other rooms	10	10	8	8	10	6	7	10	10	8	9	10
316. Engaging in recess and lunch-hour activities	10	10	9	6	10	9	6	6	8	9	9	10
317. Making up work out of school hours	9	6	10	8	7	10	8	10	9	10	10	10
318. Making excursions to points of interest	8	7	6	7	8	10	2	7	4	7	3	2
319. Refraining from disorderly and immoral conduct	4	8	8	2	6	3	4	3	3	6	5	7
320. Refraining from interfering with other pupils' work	5	8	8	4	8	7	6	8	5	8	9	8

TABLE D—*Continued*

321. Conforming to classroom regulations	5	9	6	6	6	7	8	10	6	8	9	9
322. Exercising initiative in useful ways	2	4	3	2	3	3	2	5	3	4	6	4
323. Taking part in routine class activities	4	9	10	7	5	5	7	9	8	8	9	9
324. Attending to classwork	3	6	7	7	5	7	9	7	8	9	9	8
325. Responding to teacher's directions and suggestions	3	8	9	5	5	7	8	7	5	7	9	8
326. Rendering services to teachers	9	10	10	8	10	8	8	10	9	10	9	10
327. Conferring with other pupils	7	10	10	10	8	8	10	10	10	9	8	10
328. Forming proper health habits	2	2	3	1	2	3	1	6	1	2	1	1
329. Avoiding accidents	6	5	8	4	7	5	8	8	4	4	3	1
330. Safeguarding against contagious diseases	2	1	7	3	4	6	2	4	2	3	1	1
331. Correcting physical defects	1	1	4	2	3	3	2	4	1	4	2	1
332. Wearing suitable and sanitary clothing	10	2	7	4	3	6	7	7	4	5	2	4
333. Eating proper food	4	1	6	3	4	4	2	5	2	3	2	1
334. Attending to personal proprieties	6	6	7	3	5	7	10	9	8	7	4	6
335. Selecting, adjusting, and caring for personal property	8	9	7	4	6	6	10	10	8	7	7	7
336. Caring for other pupils' belongings	8	9	8	6	9	9	10	10	7	7	7	7
337. Caring for school property	6	5	7	4	6	9	10	6	4	6	7	4
338. **D. Giving instruction to pupils in:**												
339. Observing school regulations	9	10	10	10	8	10	10	6	10	9	8	9
340. Complying with social conventions	9	8	8	7	7	7	10	8	9	6	6	6
341. Acting courteously toward others	10	6	10	7	7	5	10	9	7	8	8	7
342. Respecting desires and welfare of others	8	9	9	6	6	5	10	10	6	4	7	5
343. Meeting personal obligations as a member of the school	6	7	8	6	6	7	8	7	6	6	5	5
344. Developing personal traits and habits	2	2	3	4	5	2	3	5	2	3	5	4
345. Showing appreciation to teachers	8	10	10	10	9	9	9	9	10	9	9	7
346. Acting courteously toward teacher	7	9	9	9	8	9	10	10	9	9	8	9
347. Conforming to school traditions	9	10	10	10	8	10	10	8	7	9	10	10
348. Attending to routine school activities	10	9	10	10	9	9	10	9	9	10	10	10
349. Moving about the building in an orderly fashion	9	9	8	10	8	10	10	10	10	10	10	10
350. Engaging in opening exercises and special programs	9	7	7	8	10	9	5	6	6	7	9	10
351. Conferring with teachers	10	10	9	10	10	10	10	10	7	10	9	10
352. Conferring with teacher concerning work	10	6	6	8	9	9	8	10	8	10	10	10
353. Filling out blanks and forms	10	10	6	10	10	9	9	8	9	10	10	10

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
354. Visiting laboratories, libraries, lavatories, and other rooms	10	9	7	9	10	8	9	10	9	10	10	10
355. Engaging in recess and lunch-hour activities	8	8	4	10	10	10	7	8	9	10	10	10
356. Making up work out of school-hours	9	8	7	10	10	10	10	10	10	10	10	10
357. Making excursions to points of interest	9	6	3	7	7	8	3	9	5	6	8	6
358. Refraining from disorderly and immoral conduct	5	5	7	3	7	3	3	3	4	4	7	6
359. Refraining from interfering with other pupils' work	8	9	6	4	5	5	6	9	7	8	7	5
360. Conforming to classroom regulations	6	10	2	9	5	7	8	8	9	9	7	9
361. Exercising initiative in useful ways	3	5	2	2	3	2	3	5	3	2	3	2
362. Taking part in routine class activities	7	9	3	8	8	6	9	7	7	7	9	10
363. Attending to classwork	6	8	3	4	6	7	6	8	6	8	5	6
364. Responding to teacher's directions and suggestions	5	6	6	5	7	7	5	7	8	6	6	6
365. Rendering services to teachers	10	9	7	10	10	9	9	10	10	10	10	9
366. Conferring with other pupils	6	10	8	8	9	9	8	10	10	9	10	10
367. Forming proper health habits	3	4	3	3	6	5	4	6	2	2	1	1
368. Avoiding accidents	4	3	4	4	7	5	4	8	4	5	2	1
369. Safeguarding against contagious diseases	2	2	3	3	5	8	1	3	2	3	1	1
370. Correcting physical defects	3	2	3	3	5	4	2	2	3	3	1	1
371. Wearing suitable and sanitary clothing	4	2	2	5	6	9	5	7	6	4	4	5
372. Eating proper food	4	3	4	4	6	8	2	4	4	3	3	3
373. Attending to personal proprieties	4	8	6	5	9	7	8	9	9	6	7	7

TABLE D—*Continued*

374. Selecting, adjusting, and caring for personal property	10	8	7	6	8	9	9	9	9	7	7	5
375. Caring for other pupils' belongings	9	9	8	7	9	9	8	10	8	9	6	6
376. Caring for school property	7	8	2	6	8	9	9	7	5	6	4	5
377. **E. Enforcing instructions to pupils concerning such matters as:**												
378. Observing school regulations	4	4	2	2	4	8	4	4	7	5	8	6
379. Complying with social conventions	8	5	6	5	9	4	7	9	8	7	8	8
380. Acting courteously toward others	6	4	7	4	5	4	6	10	7	7	8	6
381. Respecting desires and welfare of others	6	6	3	4	7	3	6	8	5	7	5	4
382. Meeting personal obligation as a member of the school	3	5	3	3	5	3	5	6	5	4	8	6
383. Developing personal traits and habits	3	1	1	1	3	2	2	4	1	1	5	4
384. Showing appreciation to teacher	9	9	9	9	8	8	9	10	7	9	10	10
385. Acting courteously toward teacher	8	8	4	6	8	5	7	9	6	7	10	9
386. Conforming to school traditions	10	8	9	9	9	9	10	8	8	10	10	10
387. Attending to routine school activities	9	8	9	4	9	9	10	10	8	10	10	10
388. Moving about the building in an orderly fashion	8	8	9	5	9	8	9	9	10	9	8	7
389. Engaging in opening exercises and special programs	6	8	4	4	8	8	4	5	5	4	5	7
390. Conferring with teacher	9	10	8	7	8	9	4	9	9	10	10	10
391. Conferring with teacher regarding work	8	7	6	6	7	9	8	10	8	8	10	10
392. Filling out blanks and forms	10	9	8	10	9	10	10	5	10	9	10	10
393. Visiting laboratories, libraries, lavatories, and other rooms	9	9	8	7	8	10	9	9	8	8	10	10
394. Engaging in recess and lunch-hour activities	6	7	5	8	8	10	8	7	8	9	9	9
395. Making up work out of school hours	8	6	7	9	8	9	6	9	9	10	10	10
396. Making excursions to points of interest	6	8	5	9	7	6	4	7	6	6	5	4
397. Refraining from disorderly and immoral conduct	2	4	6	3	6	4	3	3	5	3	5	5
398. Refraining from interfering with other pupils' work	3	7	7	3	5	4	5	8	6	4	6	6
399. Conforming to classroom regulations	3	7	3	4	5	7	6	7	8	5	8	8
400. Working independently	4	4	1	2	4	3	2	6	3	2	2	2
401. Taking part in routine class activities	6	8	2	5	7	5	8	7	9	5	8	8
402. Attending to classwork	4	6	2	3	5	7	5	5	6	4	6	5
403. Responding to teacher's directions and suggestions	3	6	4	2	5	8	5	5	8	3	7	6
404. Rendering services to teachers	10	9	9	8	9	9	9	9	10	10	10	10
405. Conferring with other pupils	9	9	8	8	8	9	7	10	10	7	8	9
406. Forming proper health habits	2	2	3	5	2	5	1	2	3	1	2	1

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
407. Avoiding accidents	3	3	5	4	3	5	7	5	5	3	3	2
408. Safeguarding against contagious diseases	1	2	3	3	1	4	2	2	2	2	2	2
409. Correcting physical defects	1	2	3	4	1	3	2	2	2	2	2	2
410. Wearing suitable and sanitary clothing	3	3	2	4	3	7	7	5	6	4	5	7
411. Eating proper food	3	2	3	4	4	6	3	4	4	3	4	6
412. Attending to personal proprieties	4	6	4	6	5	6	7	9	7	6	7	7
413. Selecting, adjusting, and caring for personal property	5	7	7	4	5	7	8	9	7	6	7	5
414. Caring for other pupils' belongings	7	6	7	6	6	8	7	10	6	6	7	7
415. Caring for school property	4	4	3	3	5	8	8	5	7	4	5	5
416. F. **Inspecting and evaluating pupils' behavior in:**												
417. Observing school regulations	6	7	7	5	5	9	7	8	7	6	7	8
418. Complying with social conventions	6	8	7	7	9	8	8	8	8	7	9	9
419. Acting courteously toward others	8	9	8	7	7	7	8	9	9	8	8	7
420. Respecting the desires and welfare of others	8	7	7	5	7	7	7	8	7	6	6	5
421. Meeting personal obligations as a member of the school	4	7	4	5	6	5	6	7	6	3	6	6
422. Developing personal traits and habits	2	1	3	4	3	2	1	3	1	1	3	2
423. Showing appreciation to teacher	8	4	9	10	9	10	7	10	10	8	10	9
424. Acting courteously toward teacher	7	9	4	8	9	9	6	8	8	8	9	9
425. Conforming to school traditions	9	9	7	8	9	10	8	8	9	10	9	10

TABLE D—*Continued*

426.	Attending to routine school activities	8	8	7	8	9	7	7	9	7	9	9	10
427.	Moving about the building in an orderly fashion	8	8	10	6	10	9	6	8	8	9	9	9
428.	Engaging in opening exercises and special programs	8	6	3	6	8	9	4	6	5	7	6	8
429.	Conferring with teachers	8	8	8	8	8	8	7	8	9	9	10	10
430.	Conferring with teacher concerning work	7	6	7	7	9	8	9	8	9	8	9	9
431.	Filling out blanks and forms	9	10	7	10	10	10	10	4	8	7	10	10
432.	Visiting laboratories, libraries, lavatories, and other rooms	9	7	8	9	10	10	7	8	10	7	8	10
433.	Engaging in recess and lunch-hour activities	8	5	5	8	9	10	6	9	7	7	9	9
434.	Making up work out of school hours	7	6	9	8	10	10	8	10	8	9	10	9
435.	Making excursions to points of interests	9	7	4	6	6	8	3	7	7	5	7	6
436.	Refraining from disorderly and immoral conduct	4	3	6	4	7	5	3	3	4	2	5	7
437.	Refraining from interfering with other pupils' work	6	5	6	5	6	6	5	7	8	5	8	9
438.	Conforming to classroom regulations	5	7	5	5	6	8	7	7	6	6	9	9
439.	Exercising initiative in useful ways	4	5	2	4	3	4	3	8	4	2	4	3
440.	Taking part in routine class activities	6	6	5	4	4	5	8	8	8	6	7	8
441.	Attending to classwork	5	6	4	6	4	7	5	7	6	6	7	7
442.	Responding to teacher's directions and suggestions	4	7	9	5	7	8	5	4	7	5	8	8
443.	Rendering services to teachers	10	8	9	10	9	10	8	10	10	7	10	10
444.	Conferring with other pupils	7	7	7	8	8	10	6	10	9	6	9	10
445.	Forming proper health habits	3	1	3	4	5	5	2	3	4	1	2	2
446.	Avoiding accidents	6	4	3	7	6	6	6	4	5	4	2	2
447.	Safeguarding against contagious diseases	4	1	3	5	5	5	3	2	3	3	2	1
448.	Correcting physical defects	3	1	2	4	1	5	2	3	3	2	1	1
449.	Wearing suitable and sanitary clothing	4	3	3	7	4	7	5	5	5	3	3	5
450.	Eating proper food	4	1	4	3	4	5	2	4	4	2	4	6
451.	Attending to personal proprieties	4	6	4	8	9	5	8	8	6	4	8	7
452.	Selecting, adjusting, and caring for personal property	8	6	8	7	8	7	8	9	6	6	8	7
453.	Caring for other pupils' belongings	8	6	8	5	7	7	7	10	8	7	7	3
454.	Caring for school property	8	4	3	4	7	6	8	7	5	5	5	3
455.	**G. Giving examinations and tests:**												
456.	Giving general physical examinations	3	1	2	2	3	1	1	1	2	2	1	1
457.	Conducting routine health inspection	1	1	2	2	1	4	2	1	3	3	1	1
458.	Giving general intelligence tests	1	1	2	1	1	2	1	1	1	1	1	2
459.	Proctoring examinations of all sorts	7	3	7	9	7	3	5	1	5	7	6	7

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division II. Subdivision B. Activities Involving Contacts with Pupils												
460. H. **Opening school session**	8	5	10	8	9	5	4	5	5	8	5	5
461. I. **Excusing pupils**	10	10	10	9	10	10	7	2	10	10	10	10
462. J. **Dismissing pupils**	10	10	9	10	9	10	9	2	10	10	10	8
463. K. **Detaining pupils**	10	6	8	8	9	10	7	3	9	9	9	7
464. L. **Sending pupils on errands**	10	10	10	10	10	10	10	10	10	10	10	10
465. M. **Acting as custodian of pupils' belongings**	10	10	8	10	10	10	9	10	10	10	10	10
466. N. **Collecting materials**	10	10	10	8	8	10	7	10	8	10	10	10
467. O **Inducting new pupils**	9	7	10	6	10	9	9	7	6	7	6	3
468. P. **Controlling tardiness and absence**	1	1	1	8	2	8	6	3	2	5	6	5
469. Q. **Making announcements**	10	9	10	10	10	10	10	8	10	10	9	10
470. R. **Giving educational guidance**	1	1	1	2	2	2	6	6	1	1	5	2
471. S. **Using pupil assistants**	9	2	4	5	4	8	5	7	5	4	7	3
472. T. **Determining upon desirable traits, activities, and regulations for pupils:**												
473. Determining traits to be taught	1	1	2	1	1	2	1	2	1	1	1	1
474. Determining regulations for activities	10	1	3	2	1	4	2	4	5	3	5	2
475. Determining activities to be performed	4	2	3	1	3	5	4	4	1	3	2	2
476. U. **Establishing effective relations with pupils:**												
477. Expressing interest and friendliness	4	3	3	3	3	4	4	3	3	3	3	3
478. Establishing authority over pupils	2	3	4	3	2	5	4	2	3	2	3	2

TABLE D—*Continued*

479. **V.**	**Providing facilities and materials**	5	9	9	5	8	10	4	5	6	8	6	5
480. **W.**	**Applying preventive measures**	3	5	6	3	5	7	4	4	4	6	4	2
481. **X.**	**Investigating difficulties**	1	2	1	3	2	2	2	3	3	3	4	2
482. **Y.**	**Applying specific remedies:**												
	483. Supplying remedies to pupils who are injured, sick, or fatigued	10	2	4	5	7	4	3	3	4	4	4	3
	484. Dealing with pupils who are unclean and untidy	3	6	4	6	7	5	4	3	5	3	5	4
	485. Applying remedies to specific defects	2	1	1	3	2	2	3	1	1	1	1	1
486. **Z.**	**Adapting teacher's procedures to physical conditions of classroom and equipment**	1	2	2	3	2	4	3	5	4	1	2	1
487. **AA.**	**Adapting teacher's procedures to individual differences**	1	1	1	1	1	2	1	2	1	1	1	1
488. **BB.**	**Performing manual services**	2	10	9	10	5	8	9	9	10	10	10	10
489. **CC.**	**Conducting special exercises**	5	2	2	4	1	1	1	1	2	2	1	2
490. **DD.**	**Conducting study exercises**	1	1	1	1	2	1	1	1	1	1	1	1
491. **EE.**	**Conducting other pupil activities:**												
	492. Routine school activities	8	10	6	9	7	5	6	8	6	9	10	8
	493. Opening exercises	6	4	3	8	6	6	6	2	7	5	7	5
	494. Recess, lunch-room activities	9	9	6	7	6	4	5	6	8	7	8	7
	495. Study-hall activities	4	3	3	3	4	3	3	6	4	5	7	4
	496. Excursions	3	7	3	5	7	6	3	7	3	5	5	3
497. **FF.**	**Rewarding and penalizing:**												
	498. Rewarding meritorious classroom conduct	4	3	5	4	3	6	4	8	4	3	5	5
	499. Rewarding meritorious conduct in extra-class activities	5	3	6	4	2	7	4	8	4	4	5	5
	500. Penalizing classroom misdemeanors	3	2	5	3	3	4	3	3	4	4	6	3
	501. Penalizing extra-classroom misdemeanors	5	2	1	3	3	4	4	4	4	5	5	3
502. **GG.**	**Exhibiting effective teaching traits**	1	1	1	1	2	2	1	1	1	1	1	1
503. **HH.**	**Scheduling activities**	2	7	7	5	3	2	5	3	6	5	8	4
504. **II.**	**Grouping pupils**	3	3	4	5	3	8	5	2	1	2	5	3
505. **JJ.**	**Providing worth-while occupations**	1	3	2	1	1	1	3	2	2	2	2	1
506. **KK.**	**Protecting school community**	2	4	4	4	1	9	5	3	3	6	5	3

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
507. **A. Activities involving informal contacts with pupils:**												
508. Establishing cordial relations with pupils	10	9	8	8	7	8	9	8	9	8	9	8
509. Obtaining information about pupils	6	3	6	4	2	7	7	6	4	4	7	5
510. Assisting individual pupils	5	6	6	6	4	6	8	8	7	6	6	8
511. Participating in activities with pupils	8	8	6	9	5	7	5	6	8	4	5	4
512. Regulating pupils' activities	4	3	2	4	3	3	4	4	3	3	4	3
513. Providing facilities for pupils' activities outside of school	8	6	10	10	7	3	3	6	4	5	6	4
514. Coaching and teaching pupils	5	4	4	6	3	1	1	5	4	2	5	5
515. Securing pupil participation in informal contacts	9	6	8	7	10	8	7	9	7	7	9	8
516. **B. Activities involved in supervising play:**												
517. Establishing cordial relations with pupils	8	9	4	8	2	7	9	5	5	5	3	2
518. Obtaining information about pupils	7	7	7	6	4	8	8	8	9	5	8	7
519. Assisting individual pupils	8	6	6	6	3	5	7	7	8	6	6	6
520. Participating in play activities with pupils	8	7	6	7	7	10	6	5	7	3	3	5
521. Regulating the pupils' activities in play	2	3	4	6	7	4	3	6	3	1	3	3
522. Providing facilities for playing	3	4	4	7	4	3	7	3	6	3	3	6
523. Coaching and teaching pupils how to play	1	1	2	3	1	2	1	2	1	1	2	2

TABLE D—*Continued*

524. Securing pupil participation in play	2	5	6	7	3	6	7	5	4	3	4	5
525. Selecting plays for the pupils	2	2	6	6	1	4	1	5	3	1	3	3
526. Acting as official in pupils' games	6	5	6	7	4	6	2	8	5	3	4	5
527. C. **Activities involved in supervising athletics:**												
528. Establishing cordial relations with pupils	2	10	5	9	7	5	9	5	6	7	7	7
529. Obtaining information about pupils	5	1	7	6	7	7	4	5	5	7	5	6
530. Assisting individual pupils	5	4	6	7	1	6	6	7	7	6	5	6
531. Participating in athletic sports with pupils	7	7	8	10	7	4	1	5	8	4	4	7
532. Regulating pupil activities in athletics	3	3	4	6	1	6	6	5	3	3	3	5
533. Providing facilities for athletics	3	5	5	8	2	3	8	5	9	5	6	6
534. Coaching	2	1	4	5	1	2	1	3	2	3	4	4
535. Securing pupil participation in athletics	6	5	6	9	7	7	10	5	6	6	5	8
536. Selecting participants for teams	5	5	7	9	7	7	1	7	5	5	6	9
537. Rewarding good work in athletics	7	8	8	9	2	9	1	7	5	6	7	8
538. Forming athletic policies	2	3	5	4	1	3	1	2	2	3	3	4
539. Acting as official in games	2	2	5	8	3	3	2	5	3	4	4	6
540. Scheduling athletic activities	8	8	6	10	1	7	10	6	8	7	8	9
541. D. **Activities involved in supervising social activities:**												
542. Establishing cordial relations with pupils	6	9	5	7	4	6	9	5	5	6	6	6
543. Obtaining information about pupils	5	4	8	5	6	4	6	6	5	4	6	4
544. Assisting individual pupils	8	7	8	5	9	3	6	9	8	5	6	4
545. Participating in social activities with pupils	9	9	5	7	10	8	9	6	8	5	8	6
546. Regulating pupils' social activities	4	3	6	3	9	3	4	5	3	3	8	6
547. Providing facilities for social activities	3	3	4	6	9	3	3	6	5	6	6	4
548. Coaching and teaching pupils	4	2	5	5	10	1	2	2	4	4	6	4
549. Securing pupils' participation in social activities	5	5	5	5	10	7	5	7	6	5	6	7
550. Selecting social activities	3	3	2	4	5	4	3	7	3	3	4	3
551. Rewarding service in social activities	7	9	9	9	9	8	9	9	7	6	8	9
552. Forming policies concerning social activities	4	2	4	4	7	2	7	6	3	4	2	3
553. Managing funds for social activities	6	5	6	7	9	8	8	6	9	8	9	9
554. Acting as official at social activities	7	6	5	7	10	4	6	4	7	6	6	7

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
555. **E. Activities involved in supervising musical and dramatic organizations:**												
556. Establishing cordial relations with pupils	7	9	7	9	2	9	10	5	5	8	4	4
557. Obtaining information about pupils' abilities	5	6	8	7	4	7	3	4	7	7	3	4
558. Assisting individual pupils	5	3	5	6	4	4	2	7	6	6	3	5
559. Assisting in pupils' musical and dramatic activities	6	5	4	6	1	4	1	1	5	5	3	3
560. Regulating pupils' activities	6	3	4	6	4	2	6	7	2	5	4	5
561. Providing facilities for musical and dramatic activities	5	4	6	8	4	2	2	3	8	5	5	4
562. Coaching	2	1	3	5	2	1	1	2	2	3	4	4
563. Securing pupil participation	3	6	5	7	4	8	7	7	7	6	3	6
564. Selecting plays and musical compositions	2	5	8	5	1	2	1	3	1	3	3	3
565. Selecting participants for musical and dramatic activities	4	4	6	7	4	7	1	3	7	5	4	4
566. Rewarding good work in music and dramatics	6	9	7	9	1	8	8	7	9	6	7	9
567. Forming policies concerning musical and dramatic activities	7	1	5	4	1	3	9	3	2	4	3	2
568. Managing funds	7	3	6	8	7	9	10	8	6	7	8	8
569. Acting as official	10	5	5	7	1	3	2	3	6	6	6	8
570. Scheduling musical and dramatic activities	6	9	8	10	2	8	10	3	7	6	7	9

TABLE D—*Continued*

571. F.	**Activities involved in supervising pupils' publications:**											
572.	Establishing cordial relations with pupils	6	10	6	10	2	4	1	5	6	7	7	6
573.	Obtaining information about pupils	7	7	8	10	5	2	10	8	9	8	6	7
574.	Assisting individual pupils	6	8	7	8	6	4	10	4	6	6	5	6
575.	Participating in activities with pupils	2	7	6	9	1	8	6	2	6	5	5	5
576.	Regulating pupil activities	3	3	5	5	2	4	6	2	5	4	4	6
577.	Providing facilities for pupils' publications	2	6	6	9	3	2	6	3	4	5	6	8
578.	Coaching pupils	2	3	2	5	2	1	6	3	3	4	3	4
579.	Securing pupil participation	5	5	5	5	4	6	10	6	7	6	4	5
580.	Selecting pupil activities	2	2	3	5	3	3	2	2	3	4	4	3
581.	Rewarding good work in connection with publications	7	9	6	9	5	6	10	6	7	7	8	8
582.	Forming policies concerning publications	3	3	2	9	1	1	6	4	1	4	4	3
583.	Managing funds of pupil publications	5	4	5	8	2	2	6	6	6	8	8	8
584.	Acting as official	3	7	5	8	3	1	6	3	6	6	6	7
585. G.	**Activities involved in supervising pupils' forensic activities:**												
586.	Establishing cordial relations with pupils	5	10	8	10	7	7	10	9	6	5	5	4
587.	Obtaining information about pupils' abilities	6	5	8	9	7	8	6	9	8	7	6	6
588.	Participating in forensic activities	8	8	5	6	2	10	6	3	6	8	7	8
589.	Regulating pupil activities	3	4	4	7	1	2	6	7	2	5	4	5
590.	Providing facilities for forensic activities	9	7	8	10	7	6	10	6	9	7	5	7
591.	Coaching	2	1	2	5	1	4	2	3	1	3	4	4
592.	Securing pupil participation in forensic activities	3	5	8	7	7	4	10	4	6	6	7	6
593.	Selecting materials and activities	5	3	7	7	1	1	2	6	1	3	4	4
594.	Selecting pupil participants	7	7	8	9	7	8	10	6	9	7	6	6
595.	Rewarding good work	9	8	9	9	2	7	10	9	8	7	8	8
596.	Forming policies concerning forensic activities	5	4	5	6	2	2	6	4	2	3	5	5
597.	Managing funds	9	4	8	9	1	10	6	10	7	8	8	8
598.	Acting as official	9	4	9	9	7	3	6	6	9	7	5	6
599.	Scheduling activities	9	10	9	10	7	6	6	10	8	8	8	8
600. H.	**Activities involved in supervising pupils' excursions:**												
601.	Establishing cordial relations with pupils	6	10	8	9	10	5	9	8	9	8	6	5
602.	Participating in excursions	10	10	5	9	10	9	9	7	8	8	6	6

TABLE D—*Continued*

Activities from Check-List	A	B	C	D	E	F	G	H	I	J	K	L
	U. of C. Graduates (High School)	City High School Principals	Sup. Practice Teaching Sec. Grades	College Instructors Sec. Ed.	City Junior High School Teachers	Intermediate Teachers	Kindergarten-Primary Teachers	Rural Teachers	City Elem. School Principals	City Supervisors—Elem. Grades	Sup. Practice Teaching Elem. Grades	College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
603. Regulating pupils' activities	7	7	3	3	10	3	3	3	6	5	2	2
604. Providing facilities for excursions	7	9	9	9	9	8	9	7	8	8	5	7
605. Selecting points to which to make excursions	8	8	10	9	9	8	9	8	7	8	5	5
606. Managing funds needed in making excursions	6	9	7	9	10	9	9	10	10	10	6	6
607. Scheduling excursions	6	10	10	10	9	10	9	6	10	9	8	8
608. I. **Activities involved in supervising pupils' assemblies:**												
609. Establishing cordial relations with pupils	4	9	9	3	4	7	7	7	7	6	6	3
610. Participating in assemblies	6	5	4	5	1	6	2	4	4	6	6	5
611. Regulating pupil activities	6	3	5	4	2	7	2	9	4	4	4	3
612. Teaching in assemblies	5	4	4	5	1	1	1	4	2	5	3	4
613. Securing pupil participation in assemblies	5	4	5	4	8	5	4	6	6	9	3	3
614. Selecting assembly activities	2	1	1	3	8	1	2	2	1	2	2	2
615. Selecting participants in assemblies	7	5	10	6	8	6	7	9	10	9	7	7
616. Rewarding good work performed by pupils in assemblies	10	7	10	8	10	8	10	8	7	8	9	8
617. Forming policies for assemblies	4	2	5	4	1	4	1	4	1	3	1	1
618. Managing funds for assemblies	8	5	8	9	1	10	10	8	8	9	10	7
619. Acting as official at assemblies	6	7	5	8	3	4	2	8	9	4	8	8
620. Scheduling assemblies	8	7	10	9	1	10	4	10	9	8	10	8

TABLE D—*Continued*

621. J. **Activities involved in supervising drives and campaigns:**												
622. Establishing cordial relations with pupils	8	10	9	10	8	10	9	8	7	9	7	8
623. Participating in campaigns	10	10	10	10	9	10	9	4	10	10	7	9
624. Regulating pupils' activities	8	6	4	5	8	6	2	8	6	7	3	4
625. Providing school facilities	10	9	9	9	6	7	7	7	5	10	5	8
626. Securing pupil participation in campaigns	7	8	4	7	8	10	3	9	7	9	6	6
627. Selecting pupil participants in campaigns	7	7	7	7	9	9	3	8	9	10	6	6
628. Rewarding good work in campaigns and drives	10	9	10	10	8	10	8	8	7	10	9	9
629. Forming policies concerning the institution of campaigns and drives	7	7	5	3	8	7	3	4	2	9	2	2
630. Managing funds	7	5	9	10	9	9	9	9	9	9	10	9
631. Acting as official	9	9	6	10	10	9	2	7	9	7	5	9
632. Scheduling campaigns and drives	10	10	9	10	9	9	2	6	8	8	10	9
633. K. **Activities involved in supervising other pupil organizations:**												
634. Establishing cordial relations with pupils	5	10	8	9	4	8	6	9	7	6	6	7
635. Obtaining information about pupils	4	7	8	9	4	6	6	9	8	9	7	7
636. Assisting individual pupils	8	5	2	8	4	4	6	9	9	8	6	7
637. Participating in other pupil organizations	6	9	9	6	4	7	6	5	7	9	8	7
638. Regulating pupil activities	4	3	7	6	3	5	6	6	5	4	4	3
639. Providing facilities for the establishment and maintenance of other organizations	5	6	9	8	4	6	6	4	4	8	8	6
640. Coaching pupils	5	4	6	7	4	3	6	5	4	7	6	5
641. Securing participation of pupils in other organizations	6	6	6	6	5	6	6	9	7	10	6	8
642. Selecting materials and activities for other organizations	5	5	4	7	5	2	6	8	4	8	4	5
643. Selecting participants	5	7	9	7	8	8	6	6	10	10	8	7
644. Rewarding good work	7	8	10	9	4	7	6	9	7	10	9	9
645. Forming policies	4	3	5	4	3	4	6	4	2	3	2	2
646. Managing funds	10	7	9	8	3	9	5	5	8	8	10	9
647. Acting as official	9	9	6	8	7	6	5	5	8	8	10	9
648. Scheduling	10	10	10	10	4	6	5	6	9	8	10	9

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)												
649. **L. Activities involved in supervising special programs:**												
650. Establishing cordial relations with pupils	9	10	10	10	10	9	5	8	8	8	4	5
651. Obtaining information about pupils' abilities	10	8	10	8	9	8	4	9	10	10	7	9
652. Assisting individual pupils	8	9	6	8	8	7	2	9	8	10	3	6
653. Participating in special programs with pupils	8	8	9	8	7	7	3	6	9	9	8	8
654. Regulating pupils' activities in connection with special programs	5	5	4	7	6	4	3	7	6	5	3	3
655. Providing facilities	7	7	6	7	5	4	5	9	6	9	5	7
656. Coaching	4	3	4	4	3	4	1	4	4	6	4	5
657. Securing pupil participation	6	7	8	6	9	7	7	9	9	10	6	7
658. Selecting materials and activities for special programs	5	4	2	4	4	3	1	4	4	3	1	2
659. Selecting participants	8	7	10	7	9	8	9	10	9	10	6	8
660. Rewarding good work	9	9	10	9	7	8	9	10	9	10	8	10
661. Forming policies	4	4	5	3	3	4	3	9	4	4	2	4
662. Managing funds	8	5	9	9	3	9	5	8	9	8	10	9
663. Acting as official	10	9	9	8	3	8	1	9	7	9	9	9
664. Scheduling	10	10	10	10	1	9	10	10	10	8	10	9

TABLE D—*Continued*

DIVISION V. ACTIVITIES INVOLVING RELATIONS WITH MEMBERS OF SCHOOL COMMUNITY												
882. A. **Giving advice and information to:**												
883. Parents	2	2	2	2	5	4	5	2	4	4	3	2
884. Occupational groups	9	5	10	9	10	6	10	1	10	9	8	4
885. Social organizations	7	6	9	9	4	6	8	3	10	9	8	6
886. Members of community at large	9	5	7	6	5	7	8	3	9	8	7	7
887. B. **Giving assistance to:**												
888. Parents	4	3	4	3	4	3	3	4	6	2	2	2
889. Occupational groups	9	8	9	9	1	1	9	6	8	9	7	5
890. Social organizations	7	7	9	9	8	1	7	8	10	9	7	5
891. Members of community at large	9	7	6	5	10	3	7	5	10	8	7	6
892. C. **Meeting socially with:**												
893. Parents	9	6	9	6	8	10	8	8	10	6	5	3
894. Members of community at large	9	8	9	8	9	9	7	9	10	10	8	7
895. D. **Obtaining advice and information from:**												
896. Parents	3	2	3	2	5	4	5	3	8	5	4	3
897. Occupational groups	5	4	8	6	9	4	4	5	10	8	4	6
898. Social organizations	6	9	9	6	4	4	4	10	10	10	4	5
899. Members of community at large	5	8	10	7	6	4	4	5	10	9	7	8
900. E. **Obtaining assistance from:**												
901. Parents	4	5	6	5	8	10	4	5	9	7	8	6
902. Occupational groups	3	5	6	8	4	10	5	9	10	10	9	8
903. Social organizations	5	4	8	10	5	10	5	9	10	10	9	8
904. Members of community at large	7	5	6	6	8	10	3	9	9	9	9	9
905. F. **Establishing cordial relations with:**												
906. Parents	4	2	4	2	6	8	6	3	6	6	4	3
907. Occupational groups	7	3	6	7	3	8	4	8	10	9	7	5

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division V. Activities Involving Relations with Members of School Community												
908. Social organizations	5	4	7	8	5	9	4	8	9	10	7	4
909. Members of community at large	6	3	5	5	8	10	4	6	7	9	6	4
910. G. Developing a co-operative spirit in:												
911. Parents	2	2	1	2	5	6	8	1	4	5	4	3
912. Occupational groups	5	3	4	3	5	3	5	6	8	8	4	3
913. Social organizations	5	5	4	6	5	4	7	7	9	9	4	3
914. Community at large	4	3	2	2	5	3	7	3	8	7	4	3
915. H. Attending to school visits of:												
916. Parents	5	2	5	3	8	9	7	3	5	5	3	2
917. Occupational groups	7	7	8	7	7	10	5	5	10	9	7	7
918. Social organizations	7	8	8	8	4	10	7	7	10	9	8	7
919. Members of community at large	6	5	5	6	8	9	5	3	9	7	8	8
920. I. Helping to enforce child-welfare laws against:												
921. Parents	4	3	2	3	2	3	4	1	2	3	5	4
922. Occupational groups	7	4	4	6	4	1	2	5	5	7	7	6
923. Social organizations	7	6	4	6	3	4	4	5	6	7	7	7
924. Community at large	7	6	4	5	4	2	3	1	6	7	6	6

TABLE D—*Continued*

925. **J.**	**Acting as mediator between:**											
926.	Parents	4	5	8	8	2	2	5	1	5	6	10	9
927.	Occupational groups	9	8	10	10	7	8	2	1	10	8	8	8
928.	Social organizations	9	8	10	10	4	8	2	1	10	9	8	7
929.	Members of community at large	8	7	9	9	4	6	2	3	10	8	9	8
930. **K.**	**Participating in meetings of:**												
931.	Parents	6	1	3	5	5	6	3	2	8	4	5	4
932.	Occupational groups	7	7	7	8	9	7	3	10	9	8	9	8
933.	Social organizations	8	6	7	9	8	3	4	6	9	8	8	8
934.	Community at large	7	4	4	6	9	5	3	4	7	6	9	8
935. **L.**	**Conducting business transactions with:**												
936.	Members of community at large	5	3	4	3	7	1	4	1	10	7	5	5
	DIVISION VI. ACTIVITIES CONCERNED WITH PROFESSIONAL AND PERSONAL ADVANCEMENT												
937. **A.**	**Making professional contacts:**												
938.	Joining and paying dues to professional, social, cultural, and recreational organizations	9	6	10	8	9	10	10	7	8	8	3	4
939.	Serving in official capacity	10	10	10	10	10	10	9	5	10	9	8	8
940.	Directing work of organizations	5	6	2	7	6	2	1	3	2	1	4	7
941.	Contributing to programs	8	8	5	10	8	6	1	3	4	3	4	6
942.	Performing routine duties of membership	10	10	10	10	10	10	9	4	10	10	8	10
943.	Recruiting members for organization	9	10	9	10	10	10	7	9	10	10	10	10
944.	Developing morale of organization	7	9	5	8	10	9	7	3	7	8	8	9
945. **B.**	**Seeking to improve skill in teaching:**												
946.	Observing and reporting upon different types of teaching	1	1	1	1	2	1	1	1	1	1	1	1
947.	Taking courses in professional subjects	1	1	1	3	2	3	1	1	3	2	3	2
948.	Obtaining reading material	2	2	3	4	4	4	4	5	2	4	6	4
949.	Reading for information	3	4	4	3	5	6	4	3	4	4	5	5

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division VI. Activities Concerned with Professional and Personal Advancement												
950. Studying and investigating professional problems	1	1	1	2	2	1	1	2	1	1	2	2
951. Practicing in special fields	4	5	5	5	2	1	2	1	2	4	8	7
952. Studying one's own strength and weaknesses	1	2	1	2	2	2	5	2	2	1	3	2
953. Seeking advice and information	1	5	5	5	5	5	8	3	3	5	7	4
954. Accepting criticism in good spirit	2	4	1	2	3	7	6	2	3	1	2	2
955. Acting on suggestions regarding teaching techniques	2	3	2	1	3	3	5	3	2	2	2	2
956. Studying the community	2	2	3	2	4	3	2	2	2	4	4	5
957. **C. Seeking to improve professional status:**												
958. Meeting higher official standards	4	4	5	5	4	3	8	3	4	9	3	3
959. Co-operating in research	2	2	2	3	2	1	3	4	1	4	2	2
960. Conducting independent research	1	1	1	2	2	1	2	4	2	2	4	4
961. Preparing material for publication	2	3	5	4	5	1	2	2	3	5	6	5
962. Seeking more attractive positions	5	5	7	7	8	5	4	7	8	10	6	5
963. Appearing before community	5	3	2	5	8	1	1	1	2	5	3	4
964. **D. Providing for personal welfare:**												
965. Saving money	4	3	3	5	7	6	4	4	3	2	4	2
966. Working for adequate salary schedule in system	3	7	5	6	5	6	3	6	6	9	7	4

TABLE D—*Continued*

Division VI. Activities Concerned with Professional and Personal Advancement												
967. Investing in securities	4	3	5	8	6	1	4	8	4	4	7	7
968. Taking out insurance	8	5	5	7	8	6	6	10	5	6	5	6
969. Supplementing salary from outside sources	10	9	8	10	10	7	5	7	9	10	8	7
970. Taking physical examinations periodically	4	8	5	7	5	7	5	4	2	4	4	4
971. Taking sufficient exercise	2	4	5	3	6	7	3	4	1	2	2	3
972. Developing interest in good health	3	4	2	2	5	3	3	2	1	1	1	2
973. Avoiding risks to health	3	4	4	2	4	2	3	4	2	1	3	3
974. Taking recreation	7	5	4	3	4	4	7	6	3	2	3	3
975. Traveling	9	8	8	9	8	4	7	9	8	8	10	9
976. **E. Developing desirable traits:**												
977. Traits which serve as example to pupils	1	1	2	2	2	2	4	2	1	1	1	1
978. Traits involved in winning of pupils' respect	1	1	2	2	1	2	3	2	2	1	2	1
979. Traits involved in maintaining friendly relations with pupils	1	1	3	1	2	2	4	2	2	1	2	2
Division VII. Activities in Connection with School Plant and Supplies												
980. **A. Activities in connection with school plant:**												
981. Maintaining proper temperature in school building	2	3	2	1	4	2	4	2	4	2	2	2
982. Securing proper lighting for all parts of school buildings	3	4	2	2	6	1	3	2	3	2	2	2
983. Securing proper ventilation in school rooms and hallways	3	2	2	2	6	3	4	1	3	2	2	2
984. Keeping building clean and orderly	6	4	7	5	9	4	9	4	6	4	2	4
985. Taking precautions against fire	5	4	3	3	8	4	8	1	4	2	2	4
986. Making school grounds attractive	2	5	7	4	4	4	5	2	5	4	3	3
987. Making schoolrooms attractive	3	3	4	2	10	4	2	2	3	1	2	2
988. Securing necessary space for class activities	6	8	8	8	10	5	5	3	5	4	5	5
989. **B. Activities in connection with school equipment and supplies:**												
990. Ordering supplies	7	5	6	8	10	9	8	8	6	8	5	5
991. Following up orders of supplies	10	7	7	9	10	9	10	9	9	10	9	10

TABLE D—*Continued*

Activities from Check-List	A U. of C. Graduates (High School)	B City High School Principals	C Sup. Practice Teaching Sec. Grades	D College Instructors Sec. Ed.	E City Junior High School Teachers	F Intermediate Teachers	G Kindergarten-Primary Teachers	H Rural Teachers	I City Elem. School Principals	J City Supervisors—Elem. Grades	K Sup. Practice Teaching Elem. Grades	L College Instructors Elem. Ed.
Division VII. Activities in Connection with School Plant and Supplies												
992. Selecting supplies	5	5	3	2	8	8	4	4	5	4	2	3
993. Borrowing supplies	10	8	9	10	10	10	10	10	10	10	8	9
994. Arranging supplies for use	8	5	7	7	9	9	8	7	5	6	4	5
995. Distributing supplies to pupils	9	7	7	6	10	9	9	9	6	9	4	4
996. Making supplies and equipment	6	4	2	5	4	5	4	4	2	4	2	2
997. Making collections of supplies and equipment	4	3	3	3	6	6	4	5	3	4	3	4
998. Maintaining supplies and equipment in condition for use	7	6	6	7	8	8	9	7	7	5	4	8
999. Cleaning supplies and equipment	5	7	7	8	9	9	9	10	9	5	7	9
1000. Making records and reports concerning supplies and equipment	7	7	8	9	10	9	7	7	7	7	7	6
1001. Managing funds for supplies and equipment	7	5	7	8	8	10	9	7	7	8	9	8

DECILE RANKS OF ACTIVITIES* AS RATED BY SENIOR HIGH SCHOOL TEACHERS OF ENGLISH, MATHEMATICS, AND SCIENCE

NOTE.—The deciles are numbered from 1 to 10. The figure 1 represents the highest, the figure 10 represents the lowest decile.

This table is similar in form to Table A shown on pages 493 ff. Decile ratings are shown for each of the check-list activities in respect to each of the four criteria and the composite ratings. The ratings differ from those of Table A only in respect to the judges from whom the ratings were obtained. As the table indicates, the ratings were obtained from high-school teachers in the three departments of English, Mathematics, and Natural Science. Reading from the left the figure 4 in column F opposite activity No. 3, *Selecting objectives*, means that teachers of high-school English place this activity in the fourth from the highest group of 59 activities with respect to the frequency with which they perform it. The figure 2 in column D means that the same English teachers placed the same activity in the second from the highest group of 59 activities with respect to the difficulty they found in learning to perform it. The other figures in each of the columns are read in the same way. The criteria can be readily interpreted by the letters at the top of each column as follows: F = frequency of performance; D = difficulty of learning; I = importance; S = desirability of pre-service training; C = composite ratings based on all four of the criteria named.

ACTIVITIES FROM CHECK-LIST	A					B					C				
	H.S. English					H.S. Mathematics					H.S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
DIVISION I. SUBDIVISION A. TEACHING SUBJECT MATTER															
1. A. Planning:															
2. *Selecting activities to be planned:*															
3. Selecting objectives	4	2	1	1	1	4	1	1	1	1	3	1	1	1	1
4. Planning selection and organization of subject matter	2	3	1	1	1	2	3	1	1	1	2	1	1	1	1
5. Planning methods of developing interests	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
6. Planning methods of instruction	1	3	1	1	1	1	4	1	1	1	1	7	1	1	1
7. Planning methods of assigning work	2	3	3	1	2	2	8	3	1	2	2	2	1	1	1
8. Planning methods of providing sufficient opportunity for pupils' activities	3	1	5	1	1	4	3	4	5	3	4	1	3	2	1
9. Planning facilities for individual study	4	1	5	1	2	5	1	2	4	3	7	1	1	1	1
10. Planning methods of evaluating pupils' needs, abilities, and achievements	4	2	3	1	2	4	1	1	1	1	5	1	2	1	1
11. Planning methods of developing teachers' personal traits	7	1	5	2	4	9	1	8	1	5	7	2	4	1	4
12. Finding adequate time for planning	2	1	7	4	2	4	4	6	9	5	3	1	7	9	2
13. Finding efficient methods of planning	3	1	4	2	2	4	2	8	6	4	4	1	3	2	2
14. Writing and recording plans	3	6	5	2	3	5	4	8	5	6	3	7	6	3	3
15. Evaluating and revising plans	5	6	7	4	4	4	1	6	3	2	6	6	2	1	4
16. Filing and preserving plans	5	9	10	8	8	8	10	10	9	10	6	9	9	8	8
17. Utilizing plans	3	10	8	8	6	4	9	10	10	10	2	10	8	6	4

* Except Divisions II A and IV.

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision A. Teaching Subject Matter															
18. B. **Setting up objectives:**															
19. Defining general objectives for the grade or subject	6	2	1	1	2	5	1	2	1	1	5	3	2	1	3
20. Defining specific objectives in harmony with general objectives	2	2	1	1	1	3	1	2	1	1	3	1	2	2	1
21. Presenting, explaining, and illustrating objectives to pupils	4	1	5	1	2	5	1	7	1	2	5	1	8	4	4
22. Evaluating objectives	4	2	5	1	2	5	2	8	3	3	6	2	4	3	4
23. Utilizing objectives	2	3	5	1	2	5	3	2	1	2	3	4	4	4	3
24. C. **Selecting and organizing subject matter:**															
25. Securing adequate command of subject matter to be taught	1	6	1	2	1	1	10	1	3	1	1	10	1	1	1
26. Taking account of specific objectives	1	2	2	3	1	3	2	4	1	2	1	1	2	4	1
27. *Taking account of pupils' interests, abilities, and needs:*															
28. Selecting subject matter with reference to pupils' interests	2	4	2	5	2	4	2	3	8	4	1	6	1	5	2
29. Selecting subject matter with reference to pupils' activities	2	2	1	2	1	3	2	2	4	2	2	4	2	3	2
30. Selecting subject matter with reference to pupils' needs	3	1	2	1	1	3	1	2	5	2	3	1	1	3	1
31. Selecting proper materials for study	2	5	3	3	2	2	3	4	4	2	2	3	7	5	3
32. Adapting materials to time limit	2	2	5	5	2	2	6	7	9	4	1	2	2	5	2
33. Determining difficulty of materials	2	7	5	6	3	1	4	4	7	2	2	1	3	7	2
34. Arranging sequence of units	3	7	4	5	3	3	7	3	1	2	3	3	5	4	3
35. Organizing and recording materials for class use	3	6	7	4	4	4	8	8	2	4	5	2	6	6	4
36. Evaluating organized material	4	2	5	5	3	3	5	9	5	4	4	1	5	3	2
37. Finding adequate time for selection and organization of materials	3	1	3	7	2	5	1	7	9	5	4	1	8	7	4

TABLE E—*Continued*

38. D. Developing interests:															
39. Determining pupils' interests	2	8	1	7	3	3	7	3	9	4	2	5	4	8	3
40. Suggesting new interests	1	6	1	5	2	3	4	6	9	5	4	7	6	6	5
41. Emphasizing uses and values of classwork	1	4	3	4	2	1	6	4	7	2	1	6	5	4	2
42. Using interesting methods of instruction	1	2	3	2	1	1	1	2	1	1	1	2	2	1	1
43. E. Instructing:															
44. Selecting types of instruction adapted to needs of class	1	1	1	2	1	1	1	1	1	1	1	3	2	3	1
45. Following up pupils' responses	1	5	2	4	2	1	8	4	7	2	1	9	4	6	2
46. Showing relationships in presentation of material	1	5	1	2	1	1	3	2	1	1	1	7	3	2	2
47. Selecting points for special emphasis	1	8	1	5	2	1	8	3	8	2	1	9	4	3	2
48. Presenting supplementary material	1	6	2	4	2	2	6	5	6	3	2	3	5	4	2
49. Selecting effective illustrations	1	6	2	5	2	1	6	5	7	2	2	8	2	6	3
50. Presenting learning exercises and problems	1	4	5	2	2	1	6	2	1	1	2	9	2	2	2
51. Indicating pupils' difficulties and errors	1	9	2	7	3	1	10	3	7	2	1	8	2	2	2
52. Suggesting methods of overcoming difficulties	1	2	1	1	1	1	6	2	2	1	1	3	2	3	1
53. Utilizing pupils' contributions from reading and experience	1	7	4	4	2	3	2	4	8	3	2	10	8	8	4
54. Demonstrating skills and learning procedures	3	9	3	4	3	1	9	3	3	1	1	10	2	4	2
55. Formulating conclusions, solutions, and summaries	2	9	1	5	3	1	8	2	1	1	1	10	1	2	1
56. Economizing time	1	2	2	5	1	1	6	5	6	2	1	1	2	6	1
57. Conducting reviews	2	7	2	4	2	1	7	2	1	1	1	8	4	5	2
58. F. Assigning work:															
59. Selecting group assignments	1	4	2	1	1	1	4	3	1	1	1	2	4	3	1
60. Presenting directions for doing work	1	7	2	1	2	1	7	1	4	2	1	6	2	3	1
61. Checking pupils' understanding of work to be done	1	8	5	5	3	1	9	2	10	3	3	4	2	7	3
62. Adapting assignments to the abilities and needs of the class	1	2	2	2	1	1	2	3	3	1	2	1	1	3	1
63. Adapting assignments to the needs of individual pupils	2	1	2	1	1	3	1	6	2	2	5	1	4	6	4
64. Following up assignments	1	1	1	7	1	1	7	3	9	2	1	1	2	8	1
65. G. Providing sufficient opportunity for pupils' activities:															
66. Avoiding unnecessary participation by teacher in classwork	1	1	1	1	1	2	1	3	1	1	2	1	1	1	1
67. Distributing opportunities among individual pupils	1	2	2	3	1	1	6	2	7	2	1	1	1	6	1
68. Allowing pupils to assume adequate responsibility	1	1	2	3	1	1	1	3	2	1	1	1	3	3	1

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision A. Teaching Subject Matter															
69. **H. Providing facilities for individual study:**															
70. Providing necessary time and assistance	1	1	1	1	1	1	2	1	1	1	3	4	1	2	2
71. Providing necessary materials	3	7	8	5	4	2	8	8	8	4	2	7	4	6	3
72. **I. Investigating and evaluating pupils' needs, abilities, and achievements:**															
73. Setting up standards of achievement	3	2	1	1	1	2	2	2	1	1	3	2	2	2	1
74. Devising and selecting tests	2	2	3	1	1	3	2	3	1	1	1	2	5	1	1
75. Inspecting pupils' work and methods of study	1	1	2	2	1	1	6	3	4	2	2	5	2	6	2
76. Administering tests	3	3	6	1	2	2	7	6	1	2	2	5	5	4	2
77. Recording results of tests	2	7	5	3	3	2	10	7	4	3	1	8	6	3	2
78. Diagnosing pupils' difficulties and needs	2	1	1	2	1	2	1	1	1	1	3	1	1	1	1
79. Following up diagnosis	2	2	1	3	2	2	1	2	1	1	2	3	1	1	1
80. **J. Exhibiting useful teaching traits:**															
81. Expressing interest in subjects taught through such traits as scholarships, etc	1	7	1	4	2	2	4	4	5	2	1	6	4	6	2
82. Expressing interest in individual pupils through such traits as sympathy, etc	1	8	1	5	2	1	9	2	9	2	1	9	2	5	2
83. Expressing qualities of leadership, such as self-confidence, fairness, etc	1	7	1	5	2	1	6	2	7	2	1	8	1	5	1

TABLE E—*Continued*

DIVISION I. SUBDIVISION B. TEACHING PUPILS HOW TO STUDY															
84. **A. General activities:**															
85. Teaching pupils to develop useful interests, worthy motives, and sincere appreciations	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1
86. Teaching pupils to develop traits and habits	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1
87. Teaching pupils to participate in class activities	1	3	2	4	2	1	3	8	7	2	1	7	5	3	2
88. Teaching pupils to establish friendly relations with other pupils	3	7	3	7	3	3	8	3	9	4	3	8	9	10	5
89. Teaching pupils to develop individual tendencies and abilities	2	2	1	1	1	2	1	5	5	2	2	3	3	4	2
90. Teaching pupils to solve problems	2	1	2	2	1	1	4	2	1	1	1	1	1	1	1
91. Teaching pupils how to improve skills and abilities	1	2	3	2	1	1	1	5	2	1	1	2	2	3	1
92. Teaching pupils to make practical use of materials studied	1	1	1	2	1	1	1	2	2	1	1	1	4	3	1
93. Teaching pupils to make economical use of time	2	1	1	2	1	1	1	1	4	1	1	1	2	5	1
94. Teaching pupils to meet formal requirements	1	3	5	5	2	2	4	9	7	3	2	5	10	8	4
95. **B. Specific activities:**															
96. Teaching pupils to decide what is to be done	1	2	1	5	1	1	1	1	2	1	2	1	2	5	1
97. Teaching pupils to check teachers' directions for clearness	2	5	2	6	3	5	3	6	8	5	3	4	5	6	4
98. Teaching pupils to foresee results to be obtained	2	1	2	4	2	1	1	3	2	1	2	1	5	5	2
99. Teaching pupils to plan methods of work	1	1	1	2	1	2	1	2	3	1	2	1	2	1	1
100. Teaching pupils to gather reading materials	2	2	2	3	2	7	3	8	6	7	3	5	6	7	4
101. Teaching pupils to find desired information from reading material	1	3	1	4	2	5	2	5	3	3	2	1	4	6	2
102. Teaching pupils to obtain information from sources other than reading	2	4	3	6	3	4	3	6	4	3	2	2	5	8	2
103. Teaching pupils to recall useful information obtained from reading and experience	1	3	2	7	2	3	2	4	5	2	2	3	4	4	2
104. Teaching pupils to collect necessary supplies and equipment	3	4	5	8	3	3	6	6	8	4	3	7	6	9	5
105. Teaching pupils to obtain a proper prospective of the course	4	2	3	4	3	4	1	5	3	2	3	1	2	3	1

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division I. Subdivision A. Teaching Subject Matter															
106. Teaching pupils to maintain a critical attitude toward material studied	1	1	1	1	1	2	1	4	3	2	2	1	5	3	2
107. Teaching pupils to prepare for classwork	1	2	1	3	1	1	4	2	2	1	1	3	3	3	1
108. Teaching pupils to locate specific problems	2	1	3	2	1	1	3	3	2	1	1	1	3	1	1
109. Teaching pupils to analyze problems	2	1	2	1	1	1	1	1	1	1	1	1	2	1	1
110. Teaching pupils to organize material in proper form	1	2	1	2	1	1	2	1	2	1	1	1	3	2	1
111. Teaching pupils to summarize material	1	3	2	2	1	2	1	1	4	1	1	1	1	3	1
112. Teaching pupils to memorize material	3	5	3	4	3	2	8	10	7	4	4	3	9	10	6
113. Teaching pupils to combine ideas in proper relationships	1	1	1	2	1	1	1	2	3	1	1	1	2	3	1
114. Teaching pupils to discuss implications of material studied	1	1	4	1	1	3	1	9	6	3	2	2	5	4	2
115. Teaching pupils to find or make illustrations for greater clearness	2	2	5	4	3	2	2	6	8	2	2	2	3	8	2
116. Teaching pupils to note, outline, and record useful information	2	2	4	4	2	3	4	4	2	2	2	2	3	7	2
117. Teaching pupils to carry on class routines	2	7	7	7	4	2	10	9	7	5	3	3	8	3	3
118. Teaching pupils to obtain criticism from teacher and other pupils	2	4	1	5	2	2	2	8	6	2	3	3	7	7	3
119. Teaching pupils to obtain help from teacher and other pupils	2	7	5	7	3	2	8	9	6	4	2	8	8	8	4
120. Teaching pupils to take tests and examinations efficiently	2	2	2	2	2	2	3	3	1	1	3	3	4	3	2
121. Teaching pupils to compare work with standards in order to check errors	2	3	3	2	2	2	6	6	3	3	4	2	5	3	3
122. Teaching pupils to correct errors	1	2	1	2	1	1	5	2	5	1	1	2	1	2	1

TABLE E—*Continued*

	DIVISION II. SUBDIVISION B. ACTIVITIES INVOLVING CONTACTS WITH PUPILS															
291. A.	**Setting up objectives:**															
292.	Defining objectives in the conduct of pupils' classroom and extra-classroom activities	3	1	2	1	2	4	1	1	1	1	4	1	1	3	**2**
293.	Explaining to pupils reasons for the performance of classroom and extra-classroom activities	2	7	4	8	3	3	6	3	3	2	3	7	5	5	**4**
294. B.	**Explaining school regulations:**															
295.	Explaining regulations regarding pupils' conduct on school premises	4	10	5	10	6	3	10	2	10	6	5	7	4	7	**5**
296.	Explaining regulations with regard to pupils' routine school activities	4	10	7	10	6	4	10	3	10	8	5	10	3	7	**7**
297.	Explaining regulations with regard to personal conduct in classroom	3	10	4	9	5	2	10	5	9	5	4	9	3	8	**5**
298.	Explaining regulations with regard to health and cleanliness	6	7	5	7	6	5	10	4	4	7	6	10	4	5	**7**
299. C.	**Developing pupils' interest and attention in the performance of the following activities:**															
300.	Observing school regulations	3	9	3	10	4	2	9	1	8	3	2	6	2	5	3
301.	Complying with social conventions	4	8	4	6	4	5	7	6	8	6	4	8	3	7	4
302.	Acting courteously toward others	2	10	2	8	3	3	8	2	9	4	2	9	4	7	4
303.	Respecting desires and welfare of others	3	8	2	8	4	3	8	2	9	4	3	9	3	8	4
304.	Meeting personal obligations as a member of the school	3	6	2	4	3	3	5	1	6	2	2	4	4	5	3
305.	Developing personal traits and habits	2	4	2	1	1	2	2	2	5	2	2	2	3	2	1
306.	Showing appreciation of teacher	5	6	8	10	6	6	6	8	9	8	4	7	7	6	5
307.	Acting courteously toward teachers	4	9	5	9	5	4	9	3	10	6	2	8	3	7	3
308.	Conforming to school customs	3	10	7	10	5	3	9	3	8	4	4	6	8	7	5
309.	Attending to routine school activities	4	9	9	10	6	4	10	9	10	9	5	7	8	6	6
310.	Moving about the building in an orderly fashion	3	6	6	10	4	2	3	3	10	3	2	6	9	6	**4**
311.	Engaging in opening exercises and special programs	5	4	8	6	6	5	3	9	9	7	5	6	7	6	**5**
312.	Conferring with teachers	4	10	8	10	5	3	10	10	10	8	3	6	7	7	**4**
313.	Conferring with teacher concerning work	3	7	5	10	4	2	6	8	10	4	2	7	5	7	3

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils															
314. Filling out blanks and forms	6	10	9	10	9	4	10	10	10	9	7	9	10	10	10
315. Visiting laboratories, libraries, lavatories, and other rooms	6	9	8	10	8	5	9	10	9	9	5	9	10	9	8
316. Engaging in recess and lunch-hour activities	9	8	8	6	9	7	7	9	9	9	7	8	10	6	9
317. Making up work out of school hours	3	2	10	9	5	1	5	6	8	3	1	10	10	10	6
318. Making excursions to points of interest	8	5	10	10	10	9	9	10	10	10	7	8	10	8	9
319. Refraining from disorderly and immoral conduct	4	4	2	6	3	3	6	1	8	3	3	8	3	8	4
320. Refraining from interfering with other pupils' work	2	5	3	8	3	2	6	2	9	3	3	2	4	4	2
321. Conforming to classroom regulations	3	7	5	8	4	2	9	6	9	4	3	6	5	5	4
322. Exercising initiative in useful ways	4	1	6	2	2	5	3	6	3	4	5	1	6	5	4
323. Taking part in routine class activities	3	9	8	9	5	2	9	7	8	4	3	2	3	7	2
324. Attending to classwork	2	9	3	8	3	1	8	2	9	2	2	6	1	8	2
325. Responding to teacher's directions and suggestions	3	7	3	8	4	1	4	3	9	2	2	3	4	5	2
326. Rendering services to teachers	4	8	10	8	7	5	9	10	10	10	4	9	9	10	6
327. Conferring with other pupils	4	7	9	7	6	4	9	9	10	8	3	6	10	9	6
328. Forming proper health habits	6	9	5	2	5	4	4	1	5	3	4	5	1	2	3
329. Avoiding accidents	7	6	9	7	8	6	6	3	7	6	4	7	4	8	5
330. Safeguarding against contagious diseases	7	2	7	3	5	6	3	1	5	3	4	4	4	4	3
331. Correcting physical defects	7	1	7	2	5	6	4	2	2	3	7	3	4	2	5
332. Wearing suitable and sanitary clothing	7	3	7	3	6	5	7	1	7	5	7	3	7	5	6
333. Eating proper food	7	3	8	3	6	6	5	2	2	3	6	3	4	3	4
334. Attending to personal proprieties	6	3	6	4	4	5	6	3	7	5	6	7	6	8	7
335. Selecting, adjusting, and caring for personal property	5	4	7	6	5	4	7	6	8	6	6	7	6	8	6
336. Caring for other pupils' belongings	5	3	7	6	5	4	8	8	7	6	4	4	5	8	4
337. Caring for school property	4	5	5	7	4	3	3	2	7	2	3	3	2	7	2

TABLE E—*Continued*

338. **D. Giving instruction to pupils in:**																
339. Observing school regulations	3	10	5	8	5	4	10	4	9	7	3	10	3	8	5	
340. Complying with social conventions	4	7	6	2	4	5	8	8	10	8	6	10	8	8	8	
341. Acting courteously toward others	3	7	3	6	3	4	9	4	10	8	4	9	5	10	7	
342. Respecting desires and welfare of others	3	6	4	6	3	4	9	5	8	6	4	9	5	6	5	
343. Meeting personal obligations as a member of the school	3	5	3	3	3	3	6	4	7	3	2	2	4	5	2	
344. Developing personal traits and habits	2	2	3	1	2	3	1	1	5	2	3	2	5	5	3	
345. Showing appreciation to teacher	5	7	9	7	7	8	2	9	10	9	5	8	8	6	6	
346. Acting courteously toward teacher	4	7	7	8	6	6	7	6	9	7	3	6	5	5	3	
347. Conforming to school traditions	4	10	9	10	8	5	8	8	8	7	5	4	7	5	5	
348. Attending to routine school activities	5	10	9	10	9	5	10	7	10	9	4	4	6	7	4	
349. Moving about the building in an orderly fashion	2	5	6	10	4	3	8	7	10	7	3	6	3	8	3	
350. Engaging in opening exercises and special programs	5	5	9	6	6	6	2	10	8	8	6	6	4	4	5	
351. Conferring with teachers	4	9	10	10	8	4	9	8	10	7	6	8	4	9	7	
352. Conferring with teacher concerning work	3	7	5	10	5	3	8	8	9	5	5	6	3	6	4	
353. Filling out blanks and forms	6	8	9	10	9	5	10	9	10	10	7	8	5	9	8	
354. Visiting laboratories, libraries, lavatories, and other rooms	5	6	10	10	8	6	2	10	10	9	6	5	5	6	6	
355. Engaging in recess and lunch-room activities	9	7	6	9	9	8	9	9	10	10	8	10	9	8	9	
356. Making up work out of school hours	4	2	8	10	5	2	6	5	8	3	3	10	7	8	5	
357. Making excursions to points of interest	8	8	8	10	10	9	10	7	8	10	6	6	4	5	5	
358. Refraining from disorderly and immoral conduct	5	3	4	5	3	5	7	4	7	5	4	4	4	3	3	
359. Refraining from interfering with other pupils' work	3	6	3	7	3	3	8	4	10	5	4	6	5	3	3	
360. Conforming to classroom regulations	4	8	5	9	6	2	7	5	9	4	2	8	7	5	3	
361. Exercising initiative in useful ways	4	1	7	8	3	6	3	4	2	4	6	1	7	2	4	
362. Taking part in routine class activities	4	6	6	10	6	3	10	8	10	6	2	7	5	3	3	
363. Attending to classwork	3	7	4	9	4	2	8	5	7	3	2	5	6	3	3	
364. Responding to teacher's directions and suggestions	3	8	4	9	4	2	3	6	9	3	3	5	6	2	3	
365. Rendering services to teachers	5	10	10	10	9	6	9	10	9	10	5	4	8	4	5	
366. Conferring with other pupils	5	6	8	9	7	4	10	9	10	8	6	8	8	8	8	
367. Forming proper health habits	6	2	4	2	3	6	5	2	2	3	3	8	3	1	3	
368. Avoiding accidents	7	4	7	8	8	8	7	4	6	7	4	8	5	3	5	
369. Safeguarding against contagious diseases	8	3	4	3	6	7	6	2	3	5	3	6	6	5	4	
370. Correcting physical defects	8	2	8	2	4	7	4	4	2	5	7	7	6	4	6	

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils															
371. Wearing suitable and sanitary clothing	8	6	4	5	7	8	5	3	4	6	6	7	6	3	6
372. Eating proper food	8	3	4	2	5	7	5	2	3	5	4	8	5	2	4
373. Attending to personal proprieties	6	5	8	8	7	5	6	7	7	6	6	7	6	4	6
374. Selecting, adjusting, and caring for personal property	6	6	7	6	6	4	9	7	8	6	6	7	6	5	6
375. Caring for other pupils' belongings	6	3	8	7	6	4	9	9	8	7	5	7	8	4	6
376. Caring for school property	4	6	3	9	4	3	9	5	7	4	4	7	4	3	3
377. E. Enforcing instructions to pupils concerning such matters as:															
378. Observing school regulations	2	10	3	7	4	2	4	1	3	2	1	3	2	4	1
379. Complying with social conventions	4	7	7	8	6	6	5	10	8	8	5	5	8	5	5
380. Acting courteously toward others	5	7	4	9	6	4	3	6	8	4	4	4	6	8	5
381. Respecting desires and welfare of others	4	6	4	6	4	4	6	5	5	4	4	6	6	8	5
382. Meeting personal obligation as a member of the school	3	7	2	7	4	5	2	4	6	3	3	5	7	9	4
383. Developing personal traits and habits	4	3	3	3	3	4	3	4	3	3	4	4	6	7	4
384. Showing appreciation to teacher	6	8	9	10	9	8	10	10	5	9	5	4	9	8	6
385. Acting courteously toward teacher	4	8	7	10	6	5	5	5	8	6	3	4	5	5	3
386. Conforming to school traditions	5	9	10	10	8	5	4	7	9	6	5	4	10	9	7
387. Attending to routine school activities	4	9	9	10	7	4	8	8	9	7	5	7	6	5	5
388. Moving about the building in an orderly fashion	3	7	6	10	5	3	6	4	9	4	1	8	1	7	2
389. Engaging in opening exercises and special program	6	3	9	5	6	8	6	10	10	10	6	4	9	10	8
390. Conferring with teacher	3	8	9	10	7	4	9	6	10	8	5	7	6	8	6
391. Conferring with teacher regarding work	4	6	7	10	6	3	6	8	10	5	5	8	6	8	6
392. Filling out blanks and forms	6	8	9	10	9	7	9	9	10	10	7	8	6	9	8
393. Visiting laboratories, libraries, lavatories, and other rooms	5	6	10	9	7	7	10	10	9	10	5	6	6	9	6

TABLE E—*Continued*

394. Engaging in recess and lunch-hour activities	8	9	9	10	10	9	9	9	7	10	7	8	10	10	9
395. Making up work out of school hours	3	4	9	9	5	3	3	6	8	3	3	6	7	9	5
396. Making excursions to points of interest	7	8	8	10	9	9	9	10	9	10	6	5	8	5	6
397. Refraining from disorderly and immoral conduct	4	7	3	6	4	4	7	5	4	4	3	3	6	6	3
398. Refraining from interfering with other pupils' work	3	6	2	8	3	3	2	6	7	3	3	4	4	6	3
399. Conforming to classroom regulations	3	9	5	8	4	2	9	6	8	4	2	4	4	5	2
400. Working independently	5	1	7	5	4	7	3	10	5	8	6	1	10	3	5
401. Taking part in routine class activities	3	10	7	7	5	3	8	9	9	6	3	4	6	5	3
402. Attending to classwork	2	9	5	8	4	2	4	5	6	3	2	3	3	3	1
403. Responding to teacher's directions	3	8	5	7	4	3	5	6	2	4	2	4	4	3	2
404. Rendering services to teachers	5	9	9	9	8	6	7	10	2	10	5	5	9	9	7
405. Conferring with other pupils	5	8	9	8	8	5	6	9	8	8	5	3	8	8	5
406. Forming proper health habits	7	2	6	3	5	7	1	4	1	3	5	5	3	5	4
407. Avoiding accidents	8	4	6	6	7	8	4	6	2	6	5	4	6	5	5
408. Safeguarding against contagious diseases	8	2	4	3	5	8	2	5	2	4	4	3	4	4	3
409. Correcting physical defects	8	2	5	3	5	8	1	6	1	4	8	4	6	5	7
410. Wearing suitable and sanitary clothing	8	6	5	5	7	8	2	6	2	5	7	6	8	4	7
411. Eating proper food	8	2	6	2	5	8	2	6	1	5	6	3	8	4	5
412. Attending to personal proprieties	6	3	5	4	5	7	2	6	5	5	7	3	7	6	6
413. Selecting, adjusting, and caring for personal property	6	6	6	4	5	6	6	8	4	5	6	7	8	9	7
414. Caring for other pupils' belongings	5	3	8	5	4	6	6	9	4	7	5	4	7	3	5
415. Caring for school property	3	5	7	6	4	4	3	5	4	3	2	3	7	4	3
416. F. Inspecting and evaluating pupils' behavior in:															
417. Observing school regulations	4	8	7	8	6	4	4	6	6	4	2	5	5	6	3
418. Complying with social conventions	5	4	6	7	6	7	5	9	6	8	5	3	10	9	7
419. Acting courteously toward others	5	6	5	7	5	6	7	4	5	5	4	6	7	8	5
420. Respecting the desires and welfare of others	5	5	5	7	5	7	4	7	4	6	5	5	8	6	5
421. Meeting personal obligations as a member of the school	5	5	3	8	8	6	2	4	3	3	3	6	6	9	4
422. Developing personal traits and habits	4	2	3	2	3	4	2	3	3	2	4	2	5	5	3
423. Showing appreciation to teacher	6	6	10	10	9	7	4	9	10	9	5	5	8	10	6
424. Acting courteously toward teacher	5	4	8	9	7	5	9	8	10	9	4	8	8	9	5
425. Conforming to school traditions	5	6	9	10	8	5	8	9	10	9	6	6	10	4	7
426. Attending to routine school activities	6	6	9	10	9	6	8	9	10	9	6	7	7	3	6

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils															
427. Moving about the building in an orderly fashion	4	6	5	10	6	4	8	6	10	7	1	10	7	7	4
428. Engaging in opening exercises and special programs	6	3	8	7	7	8	8	10	10	10	6	4	9	2	6
429. Conferring with teachers	5	8	8	10	8	6	8	7	10	9	5	7	8	9	7
430. Conferring with teacher concerning work	5	8	7	9	7	4	9	7	9	7	5	7	9	9	7
431. Filling out blanks and forms	7	6	10	10	9	6	10	8	10	10	6	3	8	5	6
432. Visiting laboratories, libraries, lavatories, and other rooms	8	4	9	9	9	8	9	10	9	10	5	5	10	9	7
433. Engaging in recess and lunch hour activities	9	8	6	8	9	9	6	9	9	10	8	9	10	10	10
434. Making up work out of school hours	4	5	9	10	7	3	7	6	9	4	4	4	9	5	4
435. Making excursions to points of interest	9	4	10	9	10	9	7	10	9	10	8	5	10	6	9
436. Refraining from disorderly and immoral conduct	5	7	4	8	6	4	4	4	5	3	4	4	6	5	4
437. Refraining from interfering with other pupils' work	5	6	6	8	5	4	6	5	7	4	3	2	8	6	4
438. Conforming to classroom regulations	4	8	6	9	5	3	10	5	7	5	2	7	9	5	4
439. Exercising initiative in useful ways	5	2	6	4	6	7	5	5	3	5	5	1	9	6	6
440. Taking part in routine class activities	4	8	7	10	7	3	9	8	8	5	2	7	6	6	3
441. Attending to classwork	2	7	5	9	4	2	8	2	7	3	1	4	5	4	2
442. Responding to teacher's directions and suggestions	2	8	5	7	4	3	7	5	8	4	2	7	4	5	3
443. Rendering services to teachers	6	8	10	10	9	7	6	10	10	9	6	5	10	9	7
444. Conferring with other pupils	5	6	9	9	8	4	5	9	8	6	6	2	10	7	6
445. Forming proper health habits	7	1	5	2	3	6	3	6	3	5	6	4	7	6	6
446. Avoiding accidents	8	3	7	7	7	8	5	4	6	7	6	6	9	6	7
447. Safeguarding against contagious diseases	8	1	5	3	5	7	5	8	6	7	6	4	6	3	5
448. Correcting physical defects	8	2	6	3	6	6	3	7	3	4	8	5	9	2	8
449. Wearing suitable and sanitary clothing	8	3	7	5	7	6	5	7	4	6	8	5	8	2	8
450. Eating proper food	8	3	7	2	6	8	3	6	2	5	7	4	9	3	7

TABLE E—*Continued*

451. Attending to personal proprieties	7	4	8	7	8	6	6	6	7	7	7	4	10	4	8
452. Selecting, adjusting, and caring for personal property	7	6	6	8	8	5	5	6	9	7	7	4	10	7	8
453. Caring for other pupils' belongings	7	4	5	8	7	5	6	9	9	8	6	3	2	6	4
454. Caring for school property	5	5	6	8	5	4	9	5	8	6	3	5	2	9	3
455. G. **Giving examinations and tests:**															
456. Giving general physical examinations	10	1	4	6	7	10	5	1	1	5	9	3	2	2	6
457. Conducting routine health inspections	10	6	5	3	8	10	5	1	1	5	10	10	1	1	8
458. Giving general intelligence tests	5	5	9	5	6	10	8	1	1	5	9	9	1	1	6
459. Proctoring examinations of all sorts	5	9	9	6	7	3	10	8	4	5	4	10	4	6	5
460. H. **Opening school session**	5	10	8	8	8	4	10	6	6	6	4	10	9	9	7
461. I. **Excusing pupils**	5	10	10	10	10	3	10	10	10	9	2	10	10	9	5
462. J. **Dismissing pupils**	4	9	10	10	9	5	10	10	10	10	3	8	10	7	5
463. K. **Detaining pupils**	3	6	9	10	6	2	10	8	9	6	3	10	9	8	6
464. L. **Sending pupils on errands**	4	10	10	10	10	3	10	10	10	10	4	10	10	10	9
465. M. **Acting as custodian of pupils' belongings**	8	10	10	10	10	6	9	9	10	10	7	9	10	10	10
466. N. **Collecting materials**	4	5	10	9	6	5	9	10	10	10	5	9	9	10	9
467. O. **Inducting new pupils**	4	5	6	7	4	5	10	3	9	7	7	3	5	4	5
468. P. **Controlling tardiness and absence**	5	3	4	3	3	6	2	1	4	3	7	1	2	1	3
469. Q. **Making announcements**	2	8	9	10	6	5	10	10	10	10	4	9	8	9	6
470. R. **Giving educational guidance**	4	3	4	1	2	4	7	1	2	3	6	3	1	1	3
471. S. **Using pupil assistants**	4	8	8	7	6	6	10	9	6	9	7	9	10	6	8
472. T. **Determining upon desirable traits, activities, and regulations for pupils:**															
473. Determining traits to be taught	3	3	1	1	2	4	2	1	1	1	4	2	2	2	3
474. Determining regulations for activities	7	2	3	1	3	6	4	3	1	3	7	1	7	1	4
475. Determining activities to be performed	6	3	7	3	5	5	4	3	3	3	6	2	4	2	4
476. U. **Establishing effective relations with pupils:**															
477. Expressing interest and friendliness	1	8	2	1	2	1	7	1	4	1	3	7	1	3	2
478. Establishing authority over pupils	2	9	3	1	2	1	4	2	5	2	1	5	1	1	1
479. V. **Providing facilities and materials**	5	10	8	9	9	4	10	7	8	6	4	8	4	4	6
480. W. **Applying preventive measures**	4	8	5	5	5	4	7	3	5	3	4	7	3	2	3
481. X. **Investigating difficulties**	3	1	2	1	1	6	1	1	1	2	4	2	1	1	2

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division II. Subdivision B. Activities Involving Contacts with Pupils															
482. Y. **Applying specific remedies:**															
483. Supplying remedies to pupils who are injured, sick, or fatigued	9	8	2	2	6	9	3	9	7	9	8	6	9	4	10
484. Dealing with pupils who are unclean and untidy	8	1	6	2	3	9	1	7	6	7	9	4	8	1	8
485. Applying remedies to specific defects	5	1	4	1	2	5	3	5	2	3	7	4	4	7	7
486. Z. **Adapting teacher's procedures to physical conditions of classroom and equipment**	2	2	4	3	2	5	2	4	3	3	5	5	3	5	4
487. AA. **Adapting teacher's procedures to individual differences**	1	1	1	1	1	3	1	2	1	1	4	1	9	1	1
488. BB. **Performing manual services**	10	3	10	6	10	10	10	10	10	10	10	9	10	10	10
489. CC. **Conducting special exercises**	6	5	6	2	5	8	1	7	3	5	8	3	4	2	6
490. DD. **Conducting study exercises**	1	5	8	1	2	1	5	4	2	1	2	2	1	1	1
491. EE. **Conducting other pupil activities:**															
492. Routine school activities	6	7	8	8	7	6	10	9	6	9	6	10	9	9	9
493. Opening exercises	6	6	4	7	6	6	8	7	3	6	6	9	10	6	8
494. Recess, lunch-room activities	9	3	10	9	10	10	9	10	7	10	8	10	10	8	10
495. Study-hall activities	6	7	8	3	6	4	4	6	2	3	5	9	9	5	7
496. Excursions	10	10	10	10	10	10	7	9	9	10	8	5	9	9	9
497. FF. **Rewarding and penalizing:**															
498. Rewarding meritorious classroom conduct	3	9	6	5	4	5	9	4	5	5	4	5	4	3	4
499. Rewarding meritorious conduct in extra-classroom activities	4	7	4	5	4	8	10	8	7	10	8	5	6	2	7
500. Penalizing classroom misdemeanors	2	5	6	4	3	4	5	5	3	3	4	3	5	1	3
501. Penalizing extra-classroom misdemeanors	5	3	7	4	5	8	5	9	6	8	8	4	8	2	7
502. GG. **Exhibiting effective teaching traits**	1	2	1	1	1	1	2	1	1	1	1	3	1	1	1
503. HH. **Scheduling activities**	5	9	9	7	7	5	9	8	8	8	5	1	6	4	4

TABLE E—*Continued*

504. II. **Grouping pupils**	7	5	9	5	7	6	7	7	2	5	8	2	2	1	4
505. JJ. **Providing worth-while occupations**	4	2	4	1	2	5	1	3	3	2	6	1	4	1	1
506. KK. **Protecting school community**	6	6	2	3	4	9	7	5	6	8	7	6	4	2	5
DIVISION III. ACTIVITIES INVOLVING SUPERVISION OF PUPILS' EXTRA-CURRICULAR ACTIVITIES (EXCLUSIVE OF ACTIVITIES INVOLVED IN SCHOOL AND CLASSROOM MANAGEMENT)															
507. A. **Activities involving informal contacts with pupils:**															
508. Establishing cordial relations with pupils	6	9	6	9	8	5	9	5	10	10	8	10	9	8	10
509. Obtaining information about pupils	3	6	1	6	3	2	4	1	5	5	5	2	1	6	3
510. Assisting individual pupils	4	9	1	7	4	3	8	4	8	8	6	6	5	10	7
511. Participating in activities with pupils	3	7	3	6	3	2	9	7	8	8	4	10	5	7	6
512. Regulating pupils' activities	3	2	3	1	2	4	4	5	5	5	4	2	5	1	2
513. Providing facilities for pupils activities outside of school	7	2	7	3	5	7	5	8	7	7	8	2	10	2	7
514. Coaching and teaching pupils	7	3	8	4	6	6	7	9	3	3	6	3	6	6	5
515. Securing pupil participation in informal contacts	5	6	6	7	5	5	6	3	9	9	7	5	3	8	6
516. B. **Activities involved in supervising play:**															
517. Establishing cordial relations with pupils	9	8	3	8	8	6	5	8	6	6	6	7	3	3	5
518. Obtaining information about pupils	10	10	4	8	9	8	8	8	10	10	7	6	4	1	5
519. Assisting individual pupils	10	9	3	6	8	7	2	7	8	8	7	8	4	6	7
520. Participating in play activities with pupils	10	8	8	6	10	7	10	3	6	6	8	9	10	2	9
521. Regulating the pupils' activities in play	10	10	6	1	9	8	7	7	6	6	8	4	8	3	7
522. Providing facilities for playing	10	10	9	10	10	8	4	3	4	4	7	6	2	5	6
523. Coaching and teaching pupils how to play	10	10	8	1	10	9	3	1	2	2	8	2	3	1	5
524. Securing pupil participation in play	10	5	6	8	9	9	9	1	1	1	8	4	3	2	5
525. Selecting plays for the pupils	10	10	9	3	10	9	1	5	6	6	9	4	3	3	7
526. Acting as official in pupils' games	10	10	10	1	10	9	10	9	2	2	8	9	10	8	9
527. C. **Activities involved in supervising athletics:**															
528. Establishing cordial relations with pupils	10	10	1	10	9	6	10	4	4	4	6	9	3	4	6
529. Obtaining information about pupils	10	8	1	6	8	8	9	1	6	6	7	9	6	1	6
530. Assisting individual pupils	10	9	8	3	9	7	9	3	6	6	6	8	9	5	7

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)															
531. Participating in athletic sports with pupils	10	10	9	6	10	8	10	9	6	6	7	10	10	8	10
532. Regulating pupil activities in athletics	10	8	1	3	7	7	10	1	3	3	6	6	7	6	7
533. Providing facilities for athletics	10	9	6	3	9	8	7	3	1	1	7	5	5	6	6
534. Coaching	10	10	1	1	8	7	7	4	1	1	6	10	5	1	6
535. Securing pupil participation in athletics	10	8	2	4	8	7	8	4	3	3	7	8	6	4	7
536. Selecting participants for teams	10	7	7	6	9	8	4	5	2	2	7	9	5	4	7
537. Rewarding good work in athletics	10	10	9	6	10	8	9	5	5	5	8	10	7	6	9
538. Forming athletic policies	10	10	1	2	8	7	3	2	2	2	7	4	4	2	5
539. Acting as official in games	10	9	10	6	10	7	3	4	2	4	7	8	9	1	7
540. Scheduling athletic activities	10	7	7	9	10	6	7	4	4	5	7	10	7	10	9
541. D. Activities involved in supervising social activities:															
542. Establishing cordial relations with pupils	4	8	2	10	5	4	9	2	7	4	6	10	3	6	6
543. Obtaining information about pupils	5	3	3	4	4	4	5	5	6	4	6	7	7	6	6
544. Assisting individual pupils	5	5	4	6	4	5	3	5	7	4	6	8	7	10	3
545. Participating in social activities with pupils	5	8	4	7	10	3	10	7	8	6	5	10	6	6	7
546. Regulating pupils' social activities	6	4	2	4	4	5	7	4	4	4	7	2	4	4	5
547. Providing facilities for social activities	6	3	2	2	3	5	6	3	3	4	7	4	5	4	5
548. Coaching and teaching pupils	6	10	6	2	6	7	8	5	3	6	8	9	5	4	8
549. Securing pupil participation in social activities	5	6	3	4	4	7	3	3	7	5	7	2	3	3	5
550. Selecting social activities	6	3	3	1	3	5	4	6	6	4	7	4	4	6	6
551. Rewarding service in social activities	8	8	8	9	9	8	5	8	7	8	10	5	3	6	8
552. Forming policies concerning social activities	6	1	1	2	2	7	5	5	4	6	8	9	2	4	7

TABLE E—*Continued*

553. Managing funds for social activities	9	10	4	6	8	7	7	7	3	7	8	6	6	2	7
554. Acting as official at social activities	8	4	8	6	1	7	7	5	4	6	8	10	4	8	9
555. **E. Activities involved in supervising musical and dramatic organizations:**															
556. Establishing cordial relations with pupils	7	9	5	10	9	9	5	7	9	9	8	9	3	3	7
557. Obtaining information about pupils' abilities	8	10	2	9	8	9	10	6	6	9	9	10	5	6	9
558. Assisting individual pupils	8	8	6	8	9	10	9	7	5	10	9	4	8	6	8
559. Assisting in pupils' musical and dramatic activities	8	3	8	8	7	10	8	5	1	7	8	9	7	8	9
560. Regulating pupils' activities	7	5	7	5	7	9	8	5	4	8	8	1	7	4	6
561. Providing facilities for musical and dramatic activities	9	4	8	7	8	9	3	5	2	6	9	2	7	4	8
562. Coaching	8	8	6	1	6	10	7	5	1	7	9	10	9	5	10
563. Securing pupil participation	8	9	6	9	9	9	9	2	6	8	8	5	9	8	9
564. Selecting plays and musical compositions	7	4	8	3	7	9	2	3	2	6	9	6	8	2	8
565. Selecting participants for musical and dramatic activities	8	5	10	9	10	9	7	9	3	9	8	5	9	4	8
566. Rewarding good work in music and dramatics	9	6	9	9	10	10	5	7	5	9	9	5	10	6	9
567. Forming policies concerning musical and dramatic activities	8	6	9	6	9	9	3	5	4	8	9	5	9	6	9
568. Managing funds	9	10	9	10	10	10	8	5	2	8	9	9	9	5	9
569. Acting as official	7	4	9	5	7	10	8	5	5	9	9	7	9	5	9
570. Scheduling musical and dramatic activities	9	7	9	9	10	10	5	8	4	9	9	7	6	5	8
571. **F. Activities involved in supervising pupils' publications:**															
572. Establishing cordial relations with pupils	7	9	4	9	8	10	8	9	5	10	10	10	4	10	10
573. Obtaining information about pupils	8	5	8	8	8	10	10	8	5	10	10	10	9	7	10
574. Assisting individual pupils	7	7	4	6	6	10	2	10	4	10	10	10	3	7	10
575. Participating in activities with pupils	7	3	7	3	5	10	5	4	2	8	9	2	10	9	10
576. Regulating pupil activities	7	3	7	1	4	10	2	4	4	8	10	7	7	9	10
577. Providing facilities for pupils' publications	8	6	10	5	9	10	2	4	4	8	10	1	1	10	7
578. Coaching pupils	7	3	6	2	4	10	5	4	2	8	10	7	9	9	10
579. Securing pupil participation	6	9	4	7	7	10	2	3	7	8	9	9	9	9	10
580. Selecting pupil activities	7	6	8	2	6	10	9	4	4	9	10	2	10	10	10
581. Rewarding good work in connection with publications	8	6	8	6	8	10	8	5	5	9	10	9	10	10	10
582. Forming policies concerning publications	8	1	3	2	4	10	8	5	3	9	10	10	9	10	10

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)															
583. Managing funds of pupil publications	9	5	8	6	8	10	5	1	7	8	10	9	8	10	10
584. Acting as official	7	3	5	3	5	10	5	4	2	8	10	9	8	10	10
585. **G. Activities involved in supervising pupils' forensic activities:**															
586. Establishing cordial relations with pupils	9	7	4	7	8	9	3	7	5	8	10	8	1	4	8
587. Obtaining information about pupils' abilities	9	6	6	4	7	9	8	5	5	8	10	10	3	4	9
588. Participating in forensic activities	9	1	10	9	9	9	3	5	7	8	10	7	7	1	10
589. Regulating pupil activities	9	9	7	4	4	10	3	3	5	7	10	4	3	4	8
590. Providing facilities for forensic activities	9	3	8	8	8	10	8	5	5	9	10	2	10	4	10
591. Coaching	9	3	7	1	5	10	2	8	4	8	10	2	8	7	9
592. Securing pupil participation	9	6	9	9	9	9	2	4	6	7	10	1	7	4	8
593. Selecting materials and activities	9	5	8	4	7	10	1	3	3	5	10	1	10	7	10
594. Selecting pupil participants	9	4	8	9	9	10	5	8	5	9	10	2	3	4	8
595. Rewarding good work	10	8	8	9	9	10	5	9	5	9	10	9	5	3	10
596. Forming policies concerning forensic activities	9	7	10	6	9	10	5	8	5	9	10	2	10	7	10
597. Managing funds	10	10	7	9	10	10	5	10	5	10	10	5	10	10	10
598. Acting as official	10	4	10	7	10	9	7	8	3	9	10	2	9	2	9
599. Scheduling activities	10	5	9	8	10	10	5	10	5	10	10	5	2	10	10
600. **H. Activities involved in supervising pupils' excursions:**															
601. Establishing cordial relations with pupils	9	10	2	10	10	9	7	4	8	8	8	10	6	8	9
602. Participating in excursions	9	10	6	10	10	9	9	2	8	9	6	4	6	7	10
603. Regulating pupils' activities	9	10	8	7	8	9	7	1	3	6	8	5	8	4	7

TABLE E—*Continued*

604.	Providing facilities for excursions	10	10	8	10	10	10	5	4	7	9	8	6	10	7	9
605.	Selecting points to which to make excursions	9	9	9	10	10	10	5	1	4	7	8	9	9	8	9
606.	Managing funds needed in making excursions	10	10	7	10	10	10	8	6	7	10	9	4	10	2	9
607.	Scheduling excursions	9	10	10	10	10	10	5	9	9	10	8	10	10	7	10
608. I.	**Activities involved in supervising pupils' assemblies:**															
609.	Establishing cordial relations with pupils	6	10	4	10	8	8	3	5	6	6	7	10	2	9	8
610.	Participating in assemblies	8	4	10	9	9	7	7	5	4	6	7	7	6	4	6
611.	Regulating pupil activities	7	7	6	6	7	8	5	7	3	6	8	9	7	4	9
612.	Teaching in assemblies	10	1	10	6	10	9	2	6	4	7	10	2	7	9	9
613.	Securing pupil participation in assemblies	7	5	7	8	7	7	2	4	2	4	9	7	7	7	9
614.	Selecting assembly activities	7	2	7	1	4	8	2	3	2	4	9	5	10	3	9
615.	Selecting participants in assemblies	7	7	9	9	8	8	2	9	5	7	9	2	10	7	9
616.	Rewarding good work performed by pupils in assemblies	9	10	9	9	10	9	7	9	6	9	10	5	5	7	9
617.	Forming policies for assemblies	8	3	5	2	5	9	4	6	2	7	9	5	7	7	9
618.	Managing funds for assemblies	10	4	10	9	10	10	8	10	3	10	10	5	5	10	10
619.	Acting as official at assemblies	9	4	10	7	10	10	3	6	5	8	9	9	10	9	10
620.	Scheduling assemblies	9	8	10	10	10	9	5	10	5	10	10	7	7	10	10
621. J.	**Activities involved in supervising drives and campaigns:**															
622.	Establishing cordial relations with pupils	7	10	6	9	9	6	5	8	6	7	8	5	4	9	8
623.	Participating in campaigns	7	5	5	9	7	7	4	8	8	7	9	2	7	10	9
624.	Regulating pupils' activities	8	10	7	7	9	6	4	8	4	6	9	4	2	9	8
625.	Providing school facilities	9	8	9	8	10	7	4	10	8	8	10	6	6	9	10
626.	Securing pupil participation in campaigns	7	9	4	9	8	6	5	4	6	6	9	4	9	10	10
627.	Selecting pupil participants in campaigns	9	9	3	10	9	7	1	7	4	5	9	8	7	10	10
628.	Rewarding good work in campaigns and drives	9	10	9	8	10	9	9	9	9	10	10	3	9	7	9
629.	Forming policies concerning the institution of campaigns and drives	10	8	7	2	8	8	3	8	5	7	10	3	4	4	8
630.	Managing funds	10	10	5	6	10	9	5	7	6	9	10	7	8	9	10
631.	Acting as official	10	9	10	6	10	8	2	9	5	8	10	8	6	9	10
632.	Scheduling campaigns and drives	10	10	10	4	10	9	2	10	3	8	10	3	4	7	9

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division III. Activities Involving Supervision of Pupils' Extra-curricular Activities (Exclusive of Activities Involved in School and Classroom Management)															
633. **K. Activities involved in supervising other pupil organizations:**															
634. Establishing cordial relations with pupils	7	10	2	9	8	7	9	3	7	7	8	8	5	2	7
635. Obtaining information about pupils	9	10	4	4	8	7	8	5	8	8	9	8	7	2	8
636. Assisting individual pupils	7	7	3	3	5	8	9	2	9	9	9	8	5	3	8
637. Participating in other pupil organizations	8	5	7	7	8	8	10	7	10	10	9	9	7	2	8
638. Regulating pupil activities	8	5	5	1	5	8	4	1	3	5	9	8	7	1	8
639. Providing facilities for the establishment and maintenance of other organizations	10	5	7	2	7	8	2	8	6	7	9	8	8	2	9
640. Coaching pupils	9	9	6	6	8	9	5	4	8	7	10	8	8	2	9
641. Securing participation of pupils in other organizations	9	5	6	7	7	8	2	3	6	6	9	5	7	2	8
642. Selecting materials and activities for other organizations	9	1	3	4	5	7	4	8	5	7	10	7	7	2	9
643. Selecting participants	9	7	3	9	8	7	4	7	9	8	10	8	8	2	9
644. Rewarding good work	9	10	7	9	10	8	5	6	8	8	9	6	8	2	9
645. Forming policies	8	4	3	3	5	8	4	4	5	7	8	3	9	1	7
646. Managing funds	9	4	2	4	6	9	8	6	8	9	9	4	8	2	8
647. Acting as official	8	4	7	5	7	7	3	7	4	6	9	6	3	2	7
648. Scheduling	8	7	8	8	9	9	8	7	7	9	9	2	8	2	7
649. **L. Activities involved in supervising special programs:**															
650. Establishing cordial relations with pupils	6	9	3	9	7	7	7	7	6	7	8	8	8	8	9
651. Obtaining information about pupils' abilities	6	10	4	8	8	7	5	6	4	6	6	9	8	9	8
652. Assisting individual pupils	6	8	7	8	7	7	4	7	5	6	8	6	9	9	9
653. Participating in special programs with pupils	8	2	10	8	9	9	7	6	9	9	9	9	7	5	9

TABLE E—*Continued*

654.	Regulating pupils' activities in connection with special programs	6	5	6	5	5	7	3	9	3	6	9	5	8	5	8
655.	Providing facilities	7	4	7	5	6	7	5	9	4	7	9	3	9	5	8
656.	Coaching	7	3	8	2	5	8	3	10	1	6	9	8	9	3	9
657.	Securing pupil participation	6	7	5	8	7	7	3	7	4	5	8	6	9	6	8
658.	Selecting materials and activities for special programs	6	1	7	3	4	6	1	7	2	3	8	4	10	5	9
659.	Selecting participants	7	5	6	9	7	7	5	9	5	8	8	2	9	4	7
660.	Rewarding good work	8	9	6	9	9	9	4	9	7	9	9	6	9	3	8
661.	Forming policies	7	5	6	4	6	7	4	8	1	5	9	4	8	1	8
662.	Managing funds	9	8	9	6	9	8	4	10	5	9	9	8	9	9	10
663.	Acting as official	8	4	10	5	9	8	5	7	6	8	8	5	8	8	8
664.	Scheduling	8	10	10	5	10	8	9	10	7	10	9	8	7	7	9
	DIVISION V. ACTIVITIES INVOLVING RELATIONS WITH MEMBERS OF SCHOOL COMMUNITY															
882.	**A. Giving advice and information to:**															
883.	Parents	5	3	2	3	3	3	3	2	2	2	6	1	2	2	3
884.	Occupational groups	10	4	4	4	7	10	3	10	2	9	10	1	10	7	9
885.	Social organizations	8	5	8	5	8	9	3	9	6	9	9	9	10	8	10
886.	Members of community at large	6	4	7	5	5	6	7	8	6	7	8	5	7	7	8
887.	**B. Giving assistance to:**															
888.	Parents	8	3	4	3	5	7	2	4	3	4	9	8	6	10	10
889.	Occupational groups	10	4	10	4	9	10	9	9	9	10	10	9	5	7	10
890.	Social organizations	7	3	9	3	7	8	7	10	9	10	8	5	6	10	8
891.	Members of community at large	9	5	9	5	9	9	6	8	8	9	8	6	5	9	8
892.	**C. Meeting socially with:**															
893.	Parents	5	9	2	10	7	3	10	7	10	7	5	10	2	9	6
894.	Members of community at large	6	9	4	8	7	3	10	7	10	7	5	10	6	7	6

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division V. Activities Involving Relations with Members of School Community															
895. **D. Obtaining advice and information from:**															
896. Parents	5	4	4	3	4	2	6	2	3	2	7	6	1	9	6
897. Occupational groups	10	7	8	6	9	9	6	10	2	9	10	8	7	7	10
898. Social organizations	8	7	8	4	8	9	3	9	3	7	10	7	7	7	9
899. Members of community at large	8	5	8	3	7	6	6	8	4	6	8	8	10	8	10
900. **E. Obtaining assistance from:**															
901. Parents	7	7	6	8	8	8	2	6	3	5	8	2	7	3	6
902. Occupational groups	10	5	6	6	8	9	6	9	4	9	9	6	5	8	8
903. Social organizations	9	6	7	5	8	9	7	10	4	9	8	3	6	7	7
904. Members of community at large	7	5	6	7	7	9	6	8	4	8	7	3	5	5	6
905. **F. Establishing cordial relations with:**															
906. Parents	4	9	2	8	4	2	4	2	5	2	4	5	4	10	4
907. Occupational groups	9	7	4	8	8	9	6	8	6	9	8	10	2	8	8
908. Social organizations	6	5	3	8	6	6	6	7	8	7	7	8	5	10	8
909. Members of community at large	6	7	3	8	6	4	7	8	7	5	5	9	5	9	6
910. **G. Developing a co-operative spirit in:**															
911. Parents	5	4	2	4	3	3	3	1	2	2	4	1	2	4	2
912. Occupational groups	9	4	6	4	7	8	3	7	6	7	8	5	3	5	7
913. Social organizations	6	3	4	6	4	7	4	7	5	6	7	5	3	5	5
914. Community at large	6	3	2	4	4	5	6	3	8	5	6	5	2	6	5

TABLE E—*Continued*

915. **H. Attending to school visits of:**															
916. Parents	5	7	3	5	4	4	2	3	4	3	6	9	2	9	6
917. Occupational groups	10	2	10	8	10	9	5	10	5	9	10	10	3	10	10
918. Social organizations	9	3	10	6	9	8	4	10	6	9	9	9	6	10	10
919. Members of community at large	7	5	9	7	8	6	4	10	6	6	6	9	7	10	8
920. **I. Helping to enforce child-welfare laws against:**															
921. Parents	10	1	2	1	4	10	2	5	1	5	10	9	1	2	8
922. Occupational groups	10	4	9	6	10	10	8	7	1	8	10	2	3	7	9
923. Social organizations	10	2	9	2	8	10	8	10	2	10	10	3	3	7	9
924. Community at large	10	4	3	3	7	10	2	2	1	4	10	3	8	7	9
925. **J. Acting as mediator between:**															
926. Parents	10	2	5	10	9	10	2	10	4	10	10	3	1	2	7
927. Occupational groups	10	4	9	9	10	10	5	10	7	10	10	3	10	7	10
928. Social organizations	10	4	10	9	10	10	6	10	7	10	10	10	3	7	10
929. Members of community at large	10	4	10	9	10	10	1	8	4	8	10	10	1	7	10
930. **K. Participating in meetings of:**															
931. Parents	9	4	4	5	7	8	6	4	9	8	9	10	6	8	9
932. Occupational groups	10	8	10	4	10	10	6	10	7	10	10	10	6	10	10
933. Social organizations	7	5	5	5	10	8	10	9	9	10	9	10	5	9	10
934. Community at large	9	8	9	3	9	8	10	8	8	10	9	10	10	9	10
935. **L. Conducting business transactions with:**															
936. Members of community at large	9	5	4	2	7	8	2	3	5	5	9	3	9	1	8
DIVISION VI. ACTIVITIES CONCERNED WITH PROFESSIONAL AND PERSONAL ADVANCEMENT															
937. **A. Making professional contacts:**															
938. Joining and paying dues to professional, social, cultural, and recreational organizations	4	9	2	7	5	3	10	3	10	6	5	10	6	9	7
939. Serving in official capacity	6	6	9	9	8	6	6	9	8	8	3	9	10	8	10

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division VI. Activities Concerned with Professional and Personal Advancement															
940. Directing work of organizations	6	1	8	3	4	6	1	4	7	4	8	6	8	1	7
941. Contributing to programs	6	1	3	5	4	6	1	8	7	6	7	6	8	7	8
942. Performing routine duties of membership	3	8	6	8	4	3	10	7	10	6	5	10	7	10	8
943. Recruiting members for organizations	7	4	10	9	9	6	4	9	10	8	9	10	10	8	10
944. Developing morale of organization	4	5	5	6	4	5	1	7	5	4	7	3	8	6	6
945. **B. Seeking to improve skill in teaching:**															
946. Observing and reporting upon different types of teaching	5	6	2	3	3	5	3	3	2	3	6	3	3	1	3
947. Taking courses in professional subjects	5	4	1	2	2	5	4	1	2	3	6	8	3	1	4
948. Obtaining reading material	2	8	1	2	7	2	9	4	4	3	3	9	4	8	4
949. Reading for information	1	9	1	5	7	1	10	3	4	2	1	9	2	6	2
950. Studying and investigating professional problems	2	2	1	1	1	1	3	2	2	1	3	7	4	1	2
951. Practicing in special fields	7	3	8	6	6	5	9	7	8	8	7	10	5	8	8
952. Studying one's own strength and weaknesses	2	1	1	3	1	2	1	1	3	1	1	1	2	3	1
953. Seeking advice and information	2	5	3	5	3	2	8	5	7	3	2	8	4	10	3
954. Accepting criticism in good spirit	2	4	2	5	3	2	7	2	4	2	1	2	3	9	1
955. Acting on suggestions regarding teaching technique	3	4	3	5	3	2	8	5	3	3	3	7	4	8	3
956. Studying the community	4	3	4	3	3	3	4	4	1	2	4	2	5	2	2
957. **C. Seeking to improve professional status:**															
958. Meeting higher official standards	6	6	5	4	5	6	4	6	7	6	5	6	3	4	4
959. Co-operating in research	6	4	3	1	3	6	7	6	4	5	5	2	6	5	4
960. Conducting independent research	7	1	3	1	3	8	1	6	5	5	7	2	8	1	4
961. Preparing material for publication	8	1	8	4	5	10	1	7	2	4	9	4	7	4	8

TABLE E—*Continued*

962. Seeking more attractive positions	7	3	8	6	6	8	3	7	7	7	5	6	8	9	7
963. Appearing before community	9	1	9	3	6	10	1	9	3	7	8	2	7	7	6
964. **D. Providing for personal welfare:**															
965. Saving money	4	1	1	6	2	2	1	1	8	1	3	2	4	9	3
966. Working for adequate salary schedule in system	5	1	3	3	3	7	3	3	6	5	5	3	6	7	5
967. Investing in securities	6	1	3	4	3	6	7	7	6	7	7	3	6	10	7
968. Taking out insurance	6	6	3	2	6	5	7	6	6	5	5	7	3	7	4
969. Supplementing salary from outside sources	7	2	10	8	8	9	1	8	5	6	8	3	9	9	9
970. Taking physical examinations periodically	7	9	1	6	6	6	6	1	3	3	7	6	6	7	6
971. Taking sufficient exercise	3	4	1	3	2	2	4	1	2	1	2	5	5	5	2
972. Developing interest in good health	3	9	3	5	3	2	8	1	2	2	2	8	1	3	2
973. Avoiding risks to health	2	5	2	4	2	1	3	2	3	1	1	4	2	7	2
974. Taking recreation	2	6	2	4	2	2	4	2	4	2	2	6	2	8	3
975. Traveling	6	5	5	8	6	6	4	6	7	6	5	7	7	10	6
976. **F. Developing desirable traits:**															
977. Traits which serve as example to pupils	1	5	1	3	1	1	7	1	1	1	1	5	9	2	2
978. Traits involved in winning of pupils' respect	1	2	1	3	1	1	2	1	1	1	1	3	1	2	1
979. Traits involved in maintaining friendly relations with pupils	1	7	1	3	1	1	4	1	2	1	1	4	1	3	1
Division VII. Activities in Connection with School Plant and Supplies															
980. **A. Activities in connection with school plant:**															
981. Maintaining proper temperature in school building	7	4	1	7	5	6	8	1	6	5	4	7	1	6	3
982. Securing proper lighting for all parts of school building	8	9	1	3	6	7	7	2	2	4	5	4	1	1	3
983. Securing proper ventilation in schoolrooms and hallways	6	5	1	4	4	5	10	2	2	4	6	8	2	7	5
984. Keeping building clean and orderly	6	9	7	5	7	4	6	2	6	3	4	6	2	9	4
985. Taking precautions against fire	8	7	1	5	6	5	9	1	4	4	4	10	1	7	5
986. Making school grounds attractive	8	4	10	3	9	9	6	2	3	6	7	8	6	2	7
987. Making schoolrooms attractive	3	6	4	5	3	3	6	3	3	2	5	7	2	2	3
988. Securing necessary space for class activities	8	8	9	2	8	7	2	6	3	5	7	7	6	4	7

TABLE E—*Continued*

Activities from Check-List	A					B					C				
	H. S. English					H. S. Mathematics					H. S. Science				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
Division VII. Activities in Connection with School Plant and Supplies															
989. B. **Activities in connection with school supplies and equipment:**															
990. Ordering supplies	9	9	4	4	8	7	10	6	10	10	4	9	7	5	**5**
991. Following up orders of supplies	9	4	10	7	9	9	9	10	10	10	7	7	2	7	**7**
992. Selecting supplies	7	4	4	4	5	9	10	6	7	10	4	7	7	5	**4**
993. Borrowing supplies	9	9	10	9	9	10	8	10	8	10	9	5	10	10	**10**
994. Arranging supplies for use	7	8	8	4	7	5	7	10	9	8	3	8	8	9	**5**
995. Distributing supplies to pupils	5	10	10	8	9	3	10	8	7	5	3	9	7	10	**5**
996. Making supplies and equipment	8	9	10	4	10	7	8	9	8	9	6	5	10	2	**7**
997. Making collections of supplies and equipment	9	9	9	7	10	8	7	10	6	9	5	3	8	3	**4**
998. Maintaining supplies and equipment in condition for use	8	9	10	4	9	6	7	3	8	6	3	9	9	5	**5**
999. Cleaning supplies and equipment	10	9	10	4	10	7	6	5	6	6	4	6	9	6	**5**
1000. Making records and reports concerning supplies and equipment	8	8	6	4	7	7	8	5	6	7	5	7	9	5	**6**
1001. Managing funds for supplies and equipment	10	8	10	6	10	9	6	7	8	9	7	6	8	7	**7**

TABLE F

Median Decile Ratings by Divisions

This table may be used to determine the relative position of each of the seven divisions of the check-list with regard to the four criteria and the composite rating as judged by the groups shown to the left of each row. By "median decile rating" is meant the decile rating of the median activity of each division when the activities are ranked for each division separately. The figure 1 in the column headed by I and to the right of F means that the activity at the mid-point of the activities of this division, when ranked in respect to frequency of performance by senior high-school teachers, is in the first decile. The figure 2 immediately below the figure 1 in column I and opposite D means that the median activity of Division I is in the second decile when the activities of this division are ranked in respect to difficulty of learning by senior high school teachers. The other figures are read in the same way. As in Tables A and E, the letter F means frequency of performance; D means difficulty of learning; I means importance; S means desirability of pre-service training; and C is a composite rating which combines the other four. In reading the arabic figures in the tables, it should be noted that the figure 1 represents the highest decile and the figure 10 represents the lowest.

Group	Criteria	Divisions							
		I	IIa	IIb	III	IV	V	VI	VII
Senior high school teachers	F	1	8	4	7	9	6	4	5
	D	2	8	4	5	9	5	3	4
	I	2	6	4	6	9	7	3	5
	S	2	8	4	4	9	5	3	4
	Comp.	1	8	3	6	9	6	3	5
Junior high school teachers	F	1	6	3	8	9	7	4	5
	D	2	8	3	6	9	4	3	5
	I	2	6	4	5	9	7	3	6
	S	3	8	5	4	9	4	3	6
	Comp.	1	7	3	6	9	6	3	5
Intermediate grade teachers	F	2	6	3	7	9	8	4	5
	D	2	8	6	4	9	3	4	4
	I	2	6	4	7	9	6	3	4
	S	2	8	5	4	9	4	3	5
	Comp.	1	7	3	4	9	6	3	4
Kindergarten-primary grade teachers	F	2	5	3	8	9	7	6	4
	D	2	8	4	4	9	4	4	4
	I	3	6	3	7	8	7	3	5
	S	3	8	4	4	9	4	3	5
	Comp.	2	7	3	6	9	6	5	5
Rural-school teachers	F	3	5	3	8	9	8	7	3
	D	2	8	4	3	9	3	3	6
	I	4	6	4	6	9	5	3	3
	S	2	8	5	4	9	3	3	3
	Comp.	2	6	4	7	9	8	4	3

TABLE F—*Continued*

Group	Criteria	Divisions							
		I	IIa	IIb	III	IV	V	VI	VII
†University of Chicago graduates	F	2	....	5	9	....	8	5	7
	D	2	....	6	6	....	7	4	5
	I	2	....	5	8	....	9	3	6
	S	2	....	4	8	....	6	3	6
	Comp.	2	....	5	9	....	9	3	6
†City of Chicago high-school teachers	F	2	....	5	9	....	8	4	7
	D	3	....	7	5	....	6	5	7
	I	2	....	5	8	....	9	4	7
	S	3	....	5	6	....	6	6	7
	Comp.	2	....	5	8	....	9	4	7
†High-school English teachers	F	2	....	5	9	....	9	4	8
	D	2	....	6	7	....	4	4	8
	I	2	....	6	6	....	6	5	9
	S	2	....	8	6	....	5	4	4
	Comp.	2	....	6	8	....	7	3	8
†High-school science teachers	F	2	....	5	9	....	8	5	5
	D	2	....	5	6	....	7	5	7
	I	3	....	6	6	....	5	3	7
	S	3	....	6	5	....	7	7	5
	Comp.	2	....	5	8	....	8	4	5
†High-school mathematics teachers	F	2	....	5	8	....	8	5	7
	D	3	....	6	5	....	6	4	7
	I	3	....	6	5	....	8	4	5
	S	3	....	8	5	....	5	4	6
	Comp.	2	....	6	7	....	8	3	6
†Large city junior high school teachers	F	2	....	5	9	....	8	5	6
	D	3	....	5	8	....	5	4	7
	I	3	....	5	7	....	9	4	7
	S	3	....	6	5	....	5	5	8
	Comp.	2	....	4	8	....	8	4	7
†Small cities intermediate grade teachers	F	2	....	4	8	....	9	7	7
	D	2	....	7	5	....	4	5	6
	I	3	....	4	8	....	7	4	5
	S	3	....	6	5	....	6	4	7
	Comp.	2	....	5	8	....	9	4	6
†Large city elementary school teachers	F	3	4	....	8	....	9	6	7
	D	3	6	....	6	....	3	5	5
	I	3	4	....	8	....	9	3	5
	S	2	5	....	7	....	8	5	5
	Comp.	2	4	....	8	....	9	6	6
†Kindergarten-primary grade teachers	F	3	4	....	9	....	8	7	5
	D	4	6	....	4	....	6	5	6
	I	4	4	....	8	....	7	4	6
	S	4	6	....	7	....	4	4	7
	Comp.	2	4	....	9	....	8	6	5

TABLE F—*Continued*

Group	Criteria	Divisions							
		I	IIa	IIb	III	IV	V	VI	VII
†Wisconsin one-room rural school teachers	F	3	4	....	8	....	9	8	4
	D	2	7	....	5	....	4	4	8
	I	4	5	....	7	....	7	4	4
	S	3	7	....	6	....	5	3	4
	Comp.	2	5	....	8	....	9	6	4
†City high-school principals	F	....	....	....	....	....	....	....	....
	D	4	8	....	5	....	4	3	6
	I	4	6	....	7	....	6	2	6
	S	4	6	....	6	....	5	4	5
	Comp.	....	....	....	....	....	....	....	....
†Supervisors of student practice teaching (high school)	F	....	....	....	....	....	....	....	....
	D	5	5	....	5	....	6	6	8
	I	3	6	....	7	....	6	2	3
	S	2	6	....	6	....	6	4	7
	Comp.	....	....	....	....	....	....	....	....
†Supervisors of student practice teaching (elementary school)	F	....	....	....	....	....	....	....	....
	D	2	8	....	5	....	4	4	6
	I	4	5	....	7	....	8	5	6
	S	3	7	....	5	....	7	4	4
	Comp.	....	....	....	....	....	....	....	....
†College teachers of education (secondary education)	F	....	....	....	....	....	....	....	....
	D	3	7	....	5	....	5	4	7
	I	2	5	....	7	....	7	3	8
	S	2	5	....	7	....	6	4	6
	Comp.	....	....	....	....	....	....	....	....
†College teachers of education (elementary education)	F	....	....	....	....	....	....	....	....
	D	2	....	7	6	....	4	5	6
	I	3	....	6	7	....	7	4	5
	S	2	....	7	6	....	6	4	4
	Comp.	....	....	....	....	....	....	....	....
†Elementary school principals	F	....	....	....	....	....	....	....	....
	D	2	....	6	6	....	7	3	7
	I	3	....	5	7	....	9	3	6
	S	3	....	6	6	....	9	3	5
	Comp.	2	....	6	7	....	9	3	5
†Supervisors in city schools (general and special subjects)	F	....	....	....	....	....	....	....	....
	D	3	....	7	5	....	5	5	7
	I	3	....	6	7	....	8	3	5
	S	2	....	6	6	....	8	4	4
	Comp.	....	....	....	....	....	....	....	....

† Ratings for Divisions IIa and IV were not obtained from these groups.

TABLE G*

COEFFICIENTS OF CORRELATION BY DIVISIONS
(DECIMAL POINT PRECEDES ALL NUMBERS)

Criteria	Group	Div. I	Div. II	Div. III	Div. IV	Div. V	Div. VI	Div. VII	All Div.
F	Senior high school teachers vs. high school principals	.....	.....	.....		.....	.....	.....	.....
D		716±.032	662±.027	400±.046		206±.102	720±.052	747±.066	587±.018
I		719±.032	717±.023	499±.041	†	794±.039	868±.027	779±.059	650±.016
S		779±.025	786±.018	637±.033		780±.042	872±.026	725±.071	741±.013
F	Senior high school teachers vs. supervisors of practice teaching in high school	.....	.....	.....		.....	.....	.....	.....
D		779±.025	592±.031	395±.047	†	558±.074	710±.053	303±.137	546±.020
I		807±.023	708±.024	383±.047		784±.041	861±.028	852±.042	698±.015
S		787±.025	691±.025	588±.036		692±.055	862±.027	684±.080	763±.012
F	Senior high school teachers vs. professors of secondary education	.....	.....	.....		.....	.....	.....	.....
D		697±.033	662±.027	356±.048	†	309±.096	748±.047	418±.124	592±.018
I		728±.030	744±.021	425±.045		779±.042	804±.038	790±.057	747±.013
S		562±.044	537±.034	486±.042		740±.048	884±.024	854±.042	721±.014
F	Junior high school teachers vs. intermediate teachers	853±.017	646±.028	527±.040	459±.038	873±.025	855±.028	714±.073	868±.007
D		652±.037	583±.031	158±.054	059±.048	178±.103	681±.057	212±.144	493±.022
I		707±.032	617±.030	132±.054	320±.043	779±.042	789±.041	664±.085	503±.021
S		781±.025	718±.023	284±.051	305±.043	300±.097	750±.047	571±.101	575±.019
F	Intermediate teachers vs. kindergarten-primary teachers	261±.060	699±.024	860±.014	761±.020	896±.021	833±.032	847±.043	906±.005
D		763±.027	493±.036	256±.052	466±.037	328±.095	790±.040	156±.147	573±.019
I		555±.044	669±.026	033±.055	302±.043	631±.064	903±.020	849±.043	581±.019
S		758±.027	660±.027	360±.048	401±.040	042±.106	735±.049	732±.069	552±.020
F	Intermediate teachers vs. rural teachers	763±.027	673±.026	825±.018	371±.041	137±.105	922±.016	643±.088	753±.012
D		623±.039	457±.038	495±.041	375±.041	283±.098	709±.053	205±.144	568±.019
I		697±.033	712±.023	428±.045	134±.047	597±.069	706±.054	771±.058	635±.017
S		743±.029	570±.032	485±.042	691±.025	389±.091	463±.084	879±.034	606±.018
F	Junior high school teachers vs. kindergarten-primary teachers	703±.033	358±.042	503±.041	612±.030	883±.024	952±.010	694±.078	810±.010
D		692±.033	489±.036	002±.055	109±.047	432±.087	766±.044	252±.141	403±.024
I		732±.030	659±.027	067±.055	514±.035	612±.067	836±.032	753±.065	496±.022
S		807±.023	665±.026	179±.053	314±.043	187±.103	483±.082	598±.097	494±.022

TABLE G—*Continued*

Criteria	Groups	Div. I	Div. II	Div. III	Div. IV	Div. V	Div. VI	Div. VII	All Div.
F	Senior high school teachers vs. junior high school teachers	849±.018	874±.011	846±.015	822±.016	933±.013	947±.011	897±.029	979±.001
D		761±.027	675±.026	073±.055	080±.047	473±.083	722±.051	536±.107	478±.002
I		820±.021	632±.029	325±.049	421±.039	724±.051	849±.030	708±.075	624±.017
S		813±.022	764±.020	329±.049	434±.039	233±.101	865±.027	710±.075	680±.015
F	High-school English teachers vs. high-school science teachers	785±.025	748±.021	354±.048	†	910±.018	911±.018	454±.119	867±.007
D		763±.027	487±.036	188±.053		266±.099	652±.061	−182±.146	512±.021
I		340±.057	573±.032	275±.051		201±.102	710±.053	636±.090	540±.020
S		685±.034	518±.035	205±.053		191±.103	694±.055	534±.107	499±.021
F	High-school teachers in city of Chicago vs. Nebraska high-school teachers	783±.025	803±.017	326±.049	†	564±.072	880±.024	455±.119	855±.008
D		692±.033	576±.032	232±.052		131±.105	370±.092	180±.146	485±.022
I		773±.026	713±.023	338±.049		626±.065	703±.054	348±.133	648±.017
S		773±.026	546±.033	188±.053		225±.101	804±.038	196±.145	605±.018
F	Intermediate teachers and college teachers of elementary education	.....	.....	.....	†	.....	.....	.....	.....
D		714±.031	543±.034	531±.040		440±.081	727±.051	509±.112	655±.016
I		499±.048	655±.027	494±.042		675±.055	927±.015	818±.050	677±.015
S		734±.029	705±.024	530±.040		229±.095	477±.082	790±.057	645±.016
F	Intermediate teachers and elementary school principals	.....	.....	.....	†	.....	.....	.....	.....
D		678±.035	635±.028	502±.041		347±.088	737±.048	518±.111	661±.016
I		673±.035	728±.023	603±.035		766±.042	740±.048	789±.057	738±.013
S		786±.025	736±.022	643±.032		272±.093	730±.050	705±.076	716±.014
F	High-school teachers with 2-yr. normal and 2-yr. university training vs. high-school teachers of 4 yr. university training	534±.046	844±.014	775±.023	†	870±.026	879±.025	780±.059	934±.004
D		646±.038	601±.030	044±.055		−091±.100	617±.068	−161±.147	465±.022
I		267±.060	595±.031	170±.053		−218±.097	778±.042	757±.064	397±.024
S		745±.029	667±.026	166±.055		192±.103	278±.105	642±.088	548±.020
F	Intermediate teachers vs. supervisors of practice teaching in elementary schools	.....	.....	.....	†	.....	.....	.....	.....
D		670±.035	517±.035	159±.054		567±.068	769±.044	556±.104	663±.016
I		451±.051	691±.024	484±.042		732±.046	764±.044	805±.053	634±.017
S		896±.012	676±.026	511±.041		276±.093	477±.082	824±.049	644±.017

* The table is read as follows: the coefficient of correlation between the activities of Division I as ranked by senior high school teachers and by high-school principals in respect to difficulty of learning is 716±.032. The other coefficients are read in the same way.

† Ratings for Division IV were not obtained from these groups.

TABLE H

Percentage of the Activities in Each Division Ranked above the Median of the Total List for Each Criterion

As the title states, this table shows the percentage of the activities in each division which occur above the mid-point of the total list of activities when the total list is ranked for each of the four criteria separately and then again for the composite rating. The capital letters in the middle column headed "Criteria" are read as in the preceding tables; namely, F = frequency of performance; D = difficulty of learning; I = importance; S = desirability of pre-service training; C = composite rating. The figure 100 at the top of column I and to the left of F means that all of the activities in Division I are rated by senior high school teachers as being performed more frequently than the one activity from all seven divisions which is performed with median frequency. The figure 18 in the same row to the right in the column headed II A means that only 18 per cent of the activities in Recording and Reporting Information concerning pupils are ranked above the activity of median frequency for the list as a whole. The other percentages are read in the same way.

Group	Criteria	Divisions							
		I	IIa	IIb	III	IV	V	VI	VII
Senior high school teachers	F	100	18	95	14	17	33	100	90
	D	88	24	69	65	5	65	84	75
	I	98	43	76	29	10	40	87	60
	S	88	28	61	73	3	74	76	85
	Comp.	99	23	92	24	11	35	97	80
Junior high school teachers	F	99	41	87	11	19	30	76	60
	D	92	24	85	47	1	84	79	55
	I	90	43	75	51	11	26	66	40
	S	88	28	62	78	5	72	76	40
	Comp.	92	24	94	37	6	40	87	65
Intermediate grade teachers	F	98	45	95	12	12	19	58	70
	D	90	24	49	66	28	77	63	70
	I	95	43	72	26	21	40	76	75
	S	95	28	56	66	16	60	84	50
	Comp.	99	24	90	27	14	35	79	70
Kindergarten-primary grade teachers	F	94	53	88	10	17	23	47	80
	D	84	24	67	68	11	70	68	70
	I	84	43	70	28	32	30	74	55
	S	73	28	68	72	6	86	87	50
	Comp.	99	27	88	40	13	42	66	50
Rural-school teachers	F	91	57	84	10	25	12	34	75
	D	94	24	61	78	5	81	66	40
	I	75	43	67	34	30	51	76	75
	S	89	28	53	67	15	77	87	70
	Comp.	98	33	79	28	25	23	61	80
†125 University of Chicago graduates (high school)	F	98	....	67	27	....	11	68	20
	D	69	....	43	37	....	35	71	50
	I	89	....	57	16	....	25	73	30
	S	72	....	36	43	....	42	79	45
	Comp.	99	....	63	3	....	14	79	25

TABLE H—*Continued*

Group	Criteria	Divisions							
		I	IIa	IIb	III	IV	V	VI	VII
†50 city high-school principals	F	....	....	....	....	....	....	....	....
	D	59	....	29	58	....	76	73	45
	I	54	....	59	41	....	51	76	35
	S	63	....	38	47	....	60	71	65
	Comp.	....	....	....	....	....	....	....	....
†75 Supervisors of practice teaching (secondary grades)	F	....	....	....	....	....	....	....	....
	D	55	....	44	55	....	46	44	20
	I	76	....	47	27	....	37	84	85
	S	72	....	42	39	....	42	81	40
	Comp.	....	....	....	....	....	....	....	....
†25 College instructors (secondary education)	F	....	....	....	....	....	....	....	....
	D	68	....	38	49	....	53	65	35
	I	82	....	55	18	....	35	79	35
	S	88	....	49	23	....	35	63	50
	Comp.	....	....	....	....	....	....	....	....
†50 Junior high school teachers (city)	F	97	....	68	3	....	12	58	35
	D	73	....	54	30	....	49	63	15
	I	76	....	58	37	....	18	60	20
	S	65	....	36	57	....	56	61	15
	Comp.	84	....	69	10	....	14	68	15
†50 Teachers of intermediate grades (city schools outside Chicago)	F	87	....	58	3	....	7	44	15
	D	82	....	32	50	....	58	50	50
	I	89	....	59	12	....	23	70	50
	S	86	....	34	43	....	47	63	45
	Comp.	99	....	61	4	....	16	53	50
†75 Kindergarten-primary teachers	F	83	....	73	8	....	11	42	60
	D	72	....	37	54	....	44	50	40
	I	69	....	66	18	....	25	61	41
	S	60	....	43	41	....	67	71	41
	Comp.	85	....	65	10	....	18	50	55
†50 One-room rural school teachers	F	81	....	74	10	....	93	26	65
	D	79	....	27	79	....	69	58	5
	I	69	....	55	25	....	42	65	70
	S	73	....	36	39	....	63	76	55
	Comp.	92	....	61	40	....	63	76	55
†50 City Elementary school teachers	F	87	....	78	1	....	7	47	20
	D	88	....	33	41	....	30	81	40
	I	86	....	54	28	....	21	42	45
	S	88	....	41	37	....	14	76	55
	Comp.	....	....	....	....	....	....	....	....
†75 Supervisors of practice teaching of elementary teachers	F	....	....	....	....	....	....	....	....
	D	83	....	33	39	....	74	60	40
	I	77	....	55	29	....	23	61	40
	S	78	....	35	46	....	35	66	75
	Comp.	....	....	....	....	....	....	....	....

TABLE H—*Continued*

Group	Criteria	Divisions							
		I	IIa	IIb	III	IV	V	VI	VII
†College instructors of elementary education	F	....	....	....	....	....	....	....	....
	D	79	....	36	43	....	65	60	25
	I	74	....	53	74	....	30	60	80
	S	62	....	39	42	....	46	76	70
	Comp.	....	....	....	....	....	....	....	....
†75 City supervisors of common subjects plus 75 city supervisors of special subjects	F	....	....	....	....	....	....	....	....
	D	76	....	29	56	....	58	76	20
	I	86	....	50	76	....	21	73	50
	S	85	....	41	39	....	16	71	65
	Comp.	....	....	....	....	....	....	....	....

† Ratings for Divisions IIa and IV were not obtained from these groups.

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